REPORT RESUMES

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A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH.

BY- ERICKSON, JOHN

SWEETWATER UNION HIGH SCHOOL, CHULA VISTA, CALIF.

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A COURSE, COMPLETE WITH DETAILED LESSON PLANS AND PRACTICE DRILLS, HAS BEEN DEVELOPED AT SAN DIEGO STATE COLLEGE, TO PROVIDE THE ADULT SPANISH-SPEAKING STUDENT WITH A BASIC FOUNDATION IN AMERICAN-ENGLISH GRAMMATICAL STRUCTURE, AS WELL AS AN AMPLE DAILY AND PROFESSIONAL VOCABULARY. THE IDEA OF TRANSLATING CONCEPTS AND VOCABULARY IS USED TO TEACH FOREIGN LANGUAGE TO ADULTS, WITH MINIMAL EXPLANATION, IN A SHORT SPAN OF TIME. THE SUBSEQUENT SIMPLIFICATION OF GRAMMATICAL CONCEPTS INTO A SERIES OF COMMON STRUCTURAL EXERCISES AND PATTERNS COUPLED WITH A LARGE SELECTION OF BOTH DAILY AND PROFESSIONAL VOCABULARY GIVES THE ADULT STUDENT THE OPPORTUNITY TO DEVELOP TO THE FULL EXTENT OF HIS CAPACITY, MOTIVATION, AND INTEREST. THE IMPORTANCE IS EMPHASIZED OF HAVING EACH STUDENT UNDERSTAND THE CONCEPTS WITH WHICH HE IS WORKING AND OF BEING ABLE TO PERFORM THE MECHANICS OF FITTING WORDS INTO THE STRUCTURAL PATTERNS BEFORE PROCEEDING TO THE NEXT CONCEPT. (CL)

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A STRUCTURAL COURSE
FOR
VOCATIONAL ENGLISH

COMPOSED BY:

JOHN ERICKSON

Vocational Advisors:

Dr. Edward Aguirre
School of Industrial Arts
San Diego State College

Joseph Perretta

Consultants:

Mr. Jay Neff
Mrs. Anne Neff

Special Assistance:
Maria Molina

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INTRODUCTION

A STRUCTURAL COURSE FOR VOCATIONAL ENGLISH is designed specifically to provide the adult Spanish-speaking student with a basic foundation in American-English grammatical structure, as well as providing him with an ample daily and professional vocabulary, to be used within the scope of the course. Being geared primarily for Spanish-speaking adults, the approach of the course assumes that the student has developed basic grammatical concepts in his own language, that can be transferred without detailed explanation to a similar concept in English. The instructor will find that all practiced structures in English will be accompanied by the corresponding structure in Spanish. Vocabulary will likewise be translated, unless the similarities are obvious or unless the meanings of the words i.e. tools etc., can be conveyed through audio-visual devices.

Although the idea of translating concepts and vocabulary may be disputed in some circles, it is the most direct and effective method of teaching foreign languages to adults, with minimal explanation and within a short span of time.

The subsequent simplification of grammatical concepts into a series of common structural exercises and patterns coupled with a large selection of both daily and professional vocabulary gives the adult student the opportunity to develop to the full extent of his capacity, motivation, and interest.

The course is designed to give the student a maximum exposure to the language in a short period of time. The entire course could conceivably be covered in an intensive language program in nearly as many days as there are lessons, depending upon such factors as the ability of the class, class size, student motivation, the extent of vocabulary covered by the instructor, supplementary materials used etc. Under normal circumstances the average lesson should be covered in six to eight hours of instruction, plus one hour for the laboratory lessons. The more difficult lessons should be covered in eight to ten hours of instruction. This would again depend on the ability of the class to grasp the concepts and follow the structural patterns.

It is important that each student understand the concepts with which he is working and is able to perform the mechanics of fitting words into the structural patterns before he proceeds onto the next concept. For maximum results, classes should be arranged so that students of similar ability be placed in classes together. Certain groups may only progress to Lessons XIX or XX during an entire program. However, if they have mastered the concepts in those lessons, they will be conversant in the language according to their ability. On the other hand, other groups will finish all 30 lessons before the end of a program and will have a good basic foundation in the language so that supplementary materials can be introduced with maximum results.

Supplementary Materials

Unless supplementary materials are used for the purpose of introducing specialized vocabulary of interest to the class, discretion should be used in introducing them to the lessons until the concept has been thoroughly drilled and practiced. Such materials should then be limited to short additions to the concept being practiced at the moment. The reason for this being that the lessons provide an integrated sequence of grammatical patterns and drills designed to make the student conversationally functional in the language. The course is not intended to be exhaustive but rather to state clearly and simply basic and essential concepts. Any materials prematurely introduced to the class might tend to confuse or distract the students so that the essential purpose of the course presentation would be lost or diluted. Once the course has been completed, the instructors will find the foundation established by the lesson plans will readily lend itself to the use of supplementary materials.

Coordinating the structural course with the goals of the training program and with verbal testing methods.

As previously mentioned, some groups may not complete the entire course within the time limits of the program. The lessons in this course of study have been synchronized to prepare the student to meet the standards established by materials designed to test the students speaking ability in relation to that of an educated native speaker.

The graduated scale of speaking levels (signified by S) measures the student's speaking ability in several linguistic categories, the criteria for each speaking level are as follows:

RATING SPEAKING PROFICIENCY

S-0+ RATING

PRONUNCIATION
Mostly unintelligible

STRUCTURAL CONTROL

Accuracy limited to a small number of set expressions; very limited control of syntax, often superimposes native syntax patterns; frequently conveys the wrong information.

VOCABULARY

Inadequate even for survival, travel and basic courtesy needs.

FLUENCY

Even with memorized expressions, statements are halting, laborious, requiring an obviously enormous effort and several repetitions.

COMPREHENSION

Confused, bewildered, obviously embarrassed by his inability to understand; requires much repetition, rewording, a slow rate of speech; understands only a few, very simple, short familiar utterances.

S-1 RATING

PRONUNCIATION

Often unintelligible

STRUCTURAL CONTROL

Accuracy limited to set expressions; almost no control of syntax; often conveys wrong information.

VOCABULARY

Adequate only for survival, travel, and basic courtesy needs.

FLUENCY

Except for memorized expressions, every utterance requires enormous, obvious effort.

COMPREHENSION

May require much repetition, slow rate of speech; understands only very simple, short, familiar utterances.

S-2 RATING

PRONUNCIATION

Usually foreign but rarely unintelligible.

STRUCTURAL CONTROL

Fair control of most basic syntactic patterns; conveys meaning accurately in simple sentences most of the time.

VOCABULARY

Adequate for simple social conversation and route job needs.

FLUENCY

Usually hesitant - often forced to silence by limitations of structure and vocabulary

COMPREHENSION

In general, understands non-technical speech directed to him, but sometimes misinterprets or needs utterances reworded. Usually can not follow conversation between native speakers.

S-3 RATING

PRONUNCIATION

Sometimes foreign but always intelligible.

STRUCTURAL CONTROL

Good control of most basic syntactic patterns; always conveys meaning accurately in reasonably complex sentences.

VOCABULARY

Adequate for participation in all general conversations and for professional discussions in a special field.

FLUENCY

Rarely hesitant; always able to sustain conversation through circumlocutions.

COMPREHENSION

Understands most of what is said to him; can follow speeches, clear radio broadcasts, and most conversation between native speakers, but not in great detail.

S-4 RATING

PRONUNCIATION

Sometimes foreign but always intelligible

STRUCTURAL CONTROL

Makes only occasional errors, and these show no pattern of deficiency.

VOCABULARY

Professional and general vocabulary broad and precise, appropriate to the occasion.

FLUENCY

Speech on all professional matters apparently as effortless as in Spanish; always easy to listen to.

COMPREHENSION

Can understand all educated speech in moderately clear context; occasionally baffled by colloquialisms and regionalisms.

S-5 Rating

PRONUNCIATION

Native

STRUCTURAL CONTROL

Control equal to that of an educated native speaker.

VOCABULARY

Equal to vocabulary of an educated native speaker.

FLUENCY

Speech at least as fluent and effortless as in Spanish on all occasions.

COMPREHENSION

Equal to that of the educated native speaker.

The materials covered in the structural course parallel the requirements established by the above testing criteria. As the students master the concepts in each lesson, their speaking level classification will improve accordingly. Periodic administration of the verbal test will not only determine growth and achievement, but will aso indicate areas in the language that might necessitate the reviewing of certain lessons or sections for the student's benefit. The advantage to synchronizing the lessons to a testing system of this sort will enable the program directors to determine what degree of proficiency in the language they want the students to attain to meet the goals of their particular program. The student with an S-2 rating or better should be able to handle simple daily and professional conversations with minimal difficulties. The S-2 level should therefore be considered an ideal target level for most vocationally oriented programs.

The materials covered in the following lessons should prepare the students for the corresponding speaking levels.

S-0+	Lessons I to III	S-3-	Lessons XXII to XXIV
S-1-	Lessons III to IV	S-3	Lessons XXIV to XXVI
S-1	Lessons IV to V	S-3+	Lessons XXVI to XXVIII
S-1+	Lessons V to VII		
S-2-	Lessons VII to XII		
S-2	Lessons XII to XVI		
S-2+	Lessons XVI to XXII		

This information will be useful to those directors who may conceivably want to persue the lessons to the point where the students fulfill minimum language requirements in order to release them to employment opportunities or to other specialized areas of training.

FORMAT

Each lesson consists of two major sections; the structural exercises and the laboratory section.

STRUCTURAL EXERCISES:

Introductory Lessons (I-VI)

These six lessons are divided into three main sections.

A. Phonetic repetition. The phonics of American-English are systematically presented to capitalize on phonic similarities rather than strict alphabetical order. The practice words are arranged in such an order as to give the student a variety of samples with which to practice sounds and phonics patterns.

It is important that all adult students be encouraged to participate in choral and individual repetition after the instructor without being obligated to perform from memory. This type of exercise, without putting the adult student in an embarrassing situation, will give him confidence that he can perform in the language and, in an innocuous fashion, will expose him to many of the orthographic irregularities of the English language in context with other words that sound the same but are written differently. At this point, no attempt should be made to explain the irregularities. The instructor must request that the students repeat the groups of words to familiarize them with the sounds rather than their meanings. In later lessons when the students have individual or general difficulties with pronunciation of words the instructor should refer back to the lessons where these types of words are found to refresh the students concept of the pronunciation by using a series of words with similar pronunciation patterns.

B. Sentences pattern pronunciation drills are designed to familiarize the student, through rapid repetition of the short-model sentences with the intonation patterns of the three basic types of sentences: declarative, interrogative, and exclamatory.

Once again, to keep the adult student at ease while he is learning the phonetics of the language, these phrases will not be practiced for memorization. The instructor may employ intonation keys, but since this portion of the course depends on the students responding to verbal repetitions, it would be preferable that the student learn the patterns without the intonation keys.

C. Phrases for memorization, begin with essential social phrases i.e., greetings, and simple requests, etc., which follow no particular structural pattern and gradually build into more complex phrases that lend themselves to generalized structural patterns, thus familiarizing the student with the mechanics of word placement into sentence structures that are used throughout the course.

Structural Patterns (Lessons VII-XXVIII)

Each lesson introduces a different grammatical concept for which a structural pattern has been designed into which a variety of vocabulary can be inserted.

EXAMPLE: The house is____________.
big
white
expensive, etc.

Each lesson includes ample daily vocabulary as well as vocational vocabulary for general and specialized vocations. Once the structural pattern has been mastered, the student can use as much vocabulary as he is able to manage within the limits of the structure.

The structures are arranged in simple question-and-answer patterns:

EXAMPLE: Is this house____________. Yes, the house is__________.
big
white No, the house is not__________.
expensive

This pattern although seemingly over-simplified, establishes three basic concepts within a mono-clause sentence structure: 1)Interrogative patterns for the structure being practiced and 2) positive and negative declarative patterns for the structure presented as the response to the interrogative patterns. The instructor may wish to break the question-and-answer sequence by having students practice the declarative sentence patterns without the initial "yes" and "no" in each pattern, thus composing positive and negative declarative sentences within the scope of the practiced structure.

Although the structural patterns would lend themselves to more complex forms and combinations, their presentation should be considered supplementary to the objectives of this course, and therefore avoided or kept at a minimum until the entire course has been covered.

The essential ingredient to the course is student practice and repetition of the structural patterns. The question-and-answer pattern should be handled so that the students will ask questions to one another according to the structure and the vocabulary with the instructor providing introduction to the concept, examples and pronunciation correction. It is natural that adult students will have a tendency to deviate from language-training material, consequently, the maintenance of strict discipline during the exercise and drill of the structural patterns as they are presented is important.

As previously mentioned, most grammatical concepts will be introduced with the corresponding structure in Spanish to assist the instructor in avoiding descriptions and explanations of the concepts.

Instructions and suggestions to the instructors are included in every lesson, although they may seem repetitious or obvious, they nevertheless serve to assure a homogenous presentation of the grammatical structures and concepts.

Vocational Vocabulary

Lessons VII through XII include vocational vocabulary to be used along with subsequent lessons. This vocabulary is presented in two main divisions; General Vocational and Specialized. The General Vocabulary includes those nound, verbs, adjectives, and adverbs common to most daily working conditions; the Specialized vocabulary is divided into four specific categories: Auto mechanics, Metal working, Welding, and Woodworking.

These vocabularies are designed to provide the students with an adequate vocational vocabulary for use on the job.

The General Vocabulary should be drilled with the entire class. Each individual student should then be encouraged to drill and practice the vocabulary for his specific field of interest.

Laboratory Section

The lab sections are designed to give the students a brief review and practice of the main concepts learned in the corresponding lesson. The concepts are presented with the use of several devices to enhance their learning or review.

Besides the exercise, each Lab section will feature a dialogue in which the learned concepts will be presented in a conversational form so that the students will have the opportunity to hear the concepts used in a conversation and to practice them through repetition in a conversational situation. The tape will present the dialogue twice; once as a normal conversation, to give the students the opportunity to hear it without responding, and the second presentation will be in short segments followed by silence, to give the students the opportunity to repeat the segment they have just heard.

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Lesson I.

A. Phonetic repetition.
B. Sentence structure pronunciation drill.
C. Phrases for memorization.
    1. Salutations
Lab.

Lesson II.

A. Phonetic repetition.
B. Sentence pattern pronunciation drills.
C. Phrases for memorization.
    1. Question and Answers (where, what, who)
Lab.

Lesson III.

A. Phonetic repetition.
B. Sentence pattern pronunciation drills.
C. Phrases for memorization.
    1. Practice of positive and negative responses.
Lab.

Lesson IV.

A. Phonetic repetition.
B. Sentence structure pronunciation drill
C. Phrases and vocabulary memorization.
    1. Meals, food and drinks.
Lab.

Lesson V.

A. Phonetic repetition.
B. Sentence structure pronunciation drill.
C. Phrases for memorization.
    1. Places and directions.
Lab.

Lesson VI.

A. Phonetic repetition.
B. Contractions and abbreviations.
C. Sentence structure and pronunciation drill.
D. Phrases and vocabulary for memorization.
    1. Numbers, time, day, months, seasons.
Lab.

Lesson VII.

A. Drill and repetition for memorization.
B. Position.
C. What.
D. Questions and answers on professions and positions.
Lab.

Lesson VIII.

A. Demonstratives
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Lab.

Lesson IX.

A. Nouns and Adjectives.
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D. Specialized Vocabulary and Tools.
Lab.

Lesson X.

A. Whose.
B. Describing People.
C. Specialized Vocabulary and Tools.
Lab.

Lesson XI.

A. Structure-Describing People.
B. Specialized Vocabulary and Tools.
Lab.

Lesson XII.

A. The verbs TO HAVE and TO DO.
B. Adverbs.
C. Specialized Vocabulary and Tools.
Lab.

Lesson XIII.

A. Interrogatives - what,when, where, how, why with the verb TO DO.
B. Prepositions - to, with, of, in, on, for, above, over, under, around, from.
C. Time - hours, minutes, seconds.

Lesson XIV.

A. Present participle ing endings for verbs.
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A. Imperfect Tense.

Lesson XXII.

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D. Gerund with Present perfect.

Lesson XXIII.

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C. Reflexives.
D. Practice structures.
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C. "IF" clauses anticipating a future conditon.
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A. Pluperfect.
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Lesson XXVI.

A. "IF" clauses in the past.
B. Ordinal numbers.

Lesson XVII.

A. "IF" clauses in the past.
B. Fractions.

Lesson XXVIII.

A. "IF" clauses in the past.
B. Some - Any.

Lesson XXIX.

A. Application for employment.

Lessson XXX.
A. Interviewing for employment.

LESSON I

A. PHONETIC REPETITION. Not for memorization.

Ă (corta) ational
dad, bad, sad, fad, back, jack, sack, hack, pack, pat, sat, rat, mat, fat, add, mad, shack, rack, sap, map, tap, rap, cap, flap, tan, man, sand, can, ran, fan, pan, ban, ant, ask, and, ash, cash, national, rational.

Ā (larga) e, ai, ay, ation, ey
babe, baby, fade, glade, rate, mate, fate, late, gate, made, maid, shade, trade, tape, drape, grape, shape, sane, mane, cane, rain, pain, gain, maintain, brain, sail, pail, fail, male, hail, stain, say, may, play, lay, day, ray, nation, ration, frustration, vibration, sensation.

A (floja) (uh)
about, around, sofa, dollar, above, appoint, what.

AL
tidal, final, capital, total.

AR r pronunciation
car, bar, far, mar, char, par, cart, farm, bark, mark, market, large, barge, shark, garbage.

AIR-ARE
fair, hair, chair, stare, care

AU-AW
haul, fault, auto, law, flaw, claw, dawn, draw.

B más fuerte que la b española (con más aire)
baby, Bobby, bug, boss, bit, big, bag, boil, bat, bank, band, back, bait, bail, bake, bad, babe, bay, bacon, bed.

C=S antes de la e, i y (igual que la c española)
civil, cigar, circuit, cent, central, center, celebrate, cedar, cell, cellar, cylinder, cycle, cypress.

LESSON I

C=K antes de la A, O, U
call, cab, cane, cake, calculate, calendar, calorie, came, canal, camp, cannon, cancel, can, case, core, coal, coat, cut, cup, cud, couple, cure, cuff, cover

CH igual que la ch española
chair, chase, chaste, champ, chap, chat, chart, chapter, chief, chin, chain, chapel, check, chess, China

CHR=KR
chronic, Christ, chrome, Chrysler, chronicle.

CIOUS=SHUS
gracious, spacious, fallacious.

D más fuerte, que la d española (entre la r y la d española)
dad, dig, do, dew, did, dog, died, different, difficult, Dick, disaster, drop, detain, dentist, day, dawn, date, dash, dance.

DG
judge, budge, drudge, dredge, sludge, fudge, edge.

E, EA, EE, EVE=la i española
equal, evil, elate, elapse, elastic, east, least, beast, feast, crease, leak, bead, read, lead, seed, greed, feed, deed, see, ease, easy, breed, impede, complete, eve, lead, meat, feet, feat

EAR, EER, ERE
beer, deer, mere, hear, tear, dear, fear, here

E (corta) algunas veces EA (eh) La mayor parte que empiezan con la E.
bed, fed, red, bet, let, examine, exact, error, escape, engine, energy, enemy, read, dead, lead, led, bread, death, met, let, threat, thread, said, Fred, echo. Terminos ed started, threaded, dreaded, demanded, expected ed=T puffed, picked, discussed, dashed.

LESSON I

ER a veces UR (E floja)
her, term, refer, differ, stiffer, per, general, average.

EU-EW
few, ewe, feud, Eugene, Europe, spewed.

EW
Jew, stew, screw, blew, new, chew.

EX dos sonidos = EKS y EGS

EKS
expect, expert, extend, extent, excuse, excuse me, excite, eccentric

EGS
exist, exert, exit, exile.

B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.

1. Declarative

An apple. It is a big apple. This is a map. That is a can. I ran home. The apple is red. That is a big engine. This bed is big. I like to draw. Let's go to the market. My car is in the garage. My baby. He is my boss. Give me the bag. The bank is closed. I like to bake. I smoke cigars. We are going to celebrate. Call me a cab. Give me some cake. The cup is broken.

2. Interrogative

Are you sad? Who is that man? What day is it? How big is it? Is that your dog? Do you like fudge? Is he going? Is it easy? Did you see? Was that an error? Where is your dog?

3. Exclamatory

What a baby! What a big rat! It is a big car! Let's celebrate!

LESSON I

C. PHRASES FOR MEMORIZATION. Repeat and Practice.

Hello, hi	(hola)	
Good morning	(buenos días)	se contestan igualmente
Good afternoon	(buenas tardes)	
Good evening	(buenas noches)	

QUESTION OR STATEMENT	ANSWER
How are you?	I am fine thank you, and you?
How're you?	I'm fine thank you, and you?
(¿Cómo esta Vd. ?)	(Estoy bien gracias y Vd. ?)
Hello, hi Good morning Good afternoon Good evening How are you?	
What is What's your name?	My name is_______________
(¿Cuál es su nombre ?)	Mi nombre es_____________
I am happy to meet you.	It is my pleasure.
(Tanto gusto en conocerle.)	(El placer es mío.)
Goodbye (adios)	
Goodnight (buenas noches)	
I'll see you later. (Hasta luego)	
Yes (sí)	
No	
Thank you (gracias)	You are welcome (por nada)

LESSON I

Excuse me please. (Con su permiso; Dispénseme por favor.)	You're excused.
	It's all right. (OK) (Está bien; pásale)

LAB - LESSON I

A. Repeat the following words:
(Repita las palabras siguientes en voz alta.)

dad, bad, sad, babe, baby, fade, about, around, sofa, car, bar, far, fault, auto, boss, big, boil, civil, cigar, circuit, cent, call, cab, cane, cake, chair, chase, check, chronic, chrome, Chrysler, gracious, spacious, fallacious, dig, do, different, judge, budge, dredge, equal, evil, east, bed, fed, red, started, threaded, dreaded, puffed, picked, discussed, her, term, refer, few, feud, ewe, stew, screw, blew, practice, expect, expert, exist, exert, exit.

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta.)

An apple. It is a big apple. This is a map. This is a can. I ran home. The apple is red. That is a big engine. This bed is big. I like to draw. Let's go to the market. My car is in the garage. My baby. He is my boss. Give me the bag. The bank is closed. I like to bake. I smoke cigars. We are going to celebrate. Call me a cab. Give me some cake. The cup is broken. Are you sad? Who is that man? What day is it? How big is it? Is that you dog? Do you like fudge? Is he going? Is it easy? Did you see? Was that an error? Where is your dog? What a baby! What a big rat! It is a big car! Let's celebrate!

C. Answer the following questions or remarks and listen for the answer.
(Responda a las frases siguientes y escuche la contestacion.)

1. (one) Hi____________________

2. (two) Hello____________________

3. (three) Good morning_______________

4. (four) Good afternoon____________________

5. (five) Good evening____________________

6. (six) How are you?____________________

7. (seven) Hello, how are you?________________

8. (eight) Good morning, how are you?____________

9. (nine) Good afternoon, how are you?____________

10. (ten) Good evening, how are you?____________

11. (eleven) What's your name?__________________

12. (twelve) Good-bye__________________________

13. (thirteen) Thank you_______________

14. (fourteen) Excuse me__________________

D. DIALOGUE

1. Listen carefully (escuche con cuidado)
   Repeat what you hear. (Repita lo que oye.)

MIKE: Hi, how are you?

BILL: Hello, I'm fine thank you, and you?

MIKE: I'm fine. What is your name?

BILL: My name is Bill Brown.
What is your name?

LAB - LESSON I

MIKE: My name is Mike Garcia.

BILL: I am happy to meet you.

MIKE: It's my pleasure.

BILL: Good-bye.

MIKE: I'll see you later.

LESSON II

A. PHONETIC REPETITION. Not for memorization

F. igual que la F espanola

FUL-careful, beautiful, grateful, hateful

G game, gate, gail, good, gas, gun, great, grand, gaff, gone, give, girl, gamble, gorge, goose, gust

G (soft) antes de la E=JE
general, gentle, germ, German, gelatin, George, gesture, gin

GN A veces no se pronuncia
sign, foreign, gnat, gnome

GH A veces no se pronuncia
thought, bought, brought, taught, sought, fought, slaughter, daughter, weigh, height, might, slight, flight, tight, straight.

H Sonido mucho mas blando que la J espanola
home, had, hard, him, hat, held, her, help, have, happy hairy, hate, has, hitch, horse, heavy, hail, ham

H A veces no se pronuncia - heir, hour, honor, honest, heiress

I = ay en español con Gh, Gn final, y en algunos casos co IE
reliable, I, sign, line, fine, spine, pine, vine, vile, wine, fire, hire, tire, final, find, bind, kind, child, mind, mild, violate, digest, dialect, diamond, dial, fight, right, might, sight, light, tight, flight, high, mine, nine, five, alive, drive, pile, file, tile, mile, smile, define, vice, nice, ice, rice, spice, organize, realize, tire, mire, Ireland, Irene, Irish, Island, die, pie, lie, tie, died, lied, tried, flier, liar, allied, cried, spied, ties, flies, cries, dies

I la mayor parte de las
bib, hit, him, commit, did, kid, rid, spirit, fit, mit, kit, sit, it, fin, kin, spin, in, minute, tin, dim, Tim, Jim, Bill, pill,

kill, still, will, fill, Phil, until, ill, lid, bid, bitten, hidden, ridden, rib, fib, ship, lip, trip, whip, if, whiff, stiff, cliff

I (floja) UH
habit, possible, direct, rabbit, pitiful, beautiful

IE=i española
believe, relieve, piece, thief, grief, priest

I (corta) Se incluyen palabras descriptivas con e final
relative, pensive, descriptive, native

I Como la I española con ir y ie
spirit, spiritual, miracle, mirror, irritate, irrational, irrelevant

B SENTENCE PATTERN PRONUNCIATION DRILLS. Not for memorization.

1. Declarative

Please be careful. I am grateful. That was good. Put some gas in the car. Be gentle. George is German. Make a sign. I bought it. I might do it. She is my daughter. Let's go home. He is an honest man. I drive. I like apple pie. Do not lie. His tie is brown. The rabbit is white. This is a good saw. I need a nail and a hammer. This is dull.

2. Interrogative

Are you grateful? Do you like that girl? Are you German? How much do you weigh? Is that straight? Did you like the pie? Who broke your mirror? Is she a cook? Is he a good mechanic? How much is this?

3. **Exclamatory**

You are hateful! Do not kill the goose! What a fine daughter! Don't laugh! You are a thief! That is a miracle! Wait a minute! Don't fight! Watch that sign! Shut off that saw! I am hurt!

C. PHRASES FOR MEMORIZATION. Repeat and practice.

Where (dónde) What (¿qué?) Who(¿quién?)

QUESTION	ANSWER
Where are you from? (¿De dónde es Vd.?)	I am from________ I'm from (Soy de________)
Where is your house? (¿Dónde está su casa?)	My house is in________ (Mi casa está en________)
Where is your family? (¿Dónde está su familia?)	My family is in________ (Mi familia está en________)
What is your nationality? (¿Cuál es su nacionalidad?)	I'm a Mexican citizen. an American
What is your occupation? (¿Qué trabajo hace Vd.?)	I am a________ I am an________
What kind of work do you do? (¿Qué clase de trabajo hace Vd.?)	List of vocations________ carpenter, plumber, truck driver, mechanic, dentist, welder, electrician, salesman, machinist, clerk, lawyer, priest
	I am unemployed.

LAB - LESSON II

A. Repeat the following words:
(Repita las palabras siguientes en voz alta.)

careful, beautiful, grateful, game, gate, gave, general, gentle, germ, thought, bought, brought, muff, stuff, gruff, home, had, hard, heir, hour, honor, reliable, sign, line, final, find, bind, bib, hit, him, habit, possible, believe, relieve, relative, pensive, descriptive, spirit, miracle, mirror

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta.)

Please be careful. I am grateful. That was good. Put some gas in the car. Be gentle. George is German. Make a sign. I bought it. I might do it. She is my daughter. Let's go home. He is an honest man. I drive. I like apple pie. Do not lie. His tie is brown. The rabbit is white. This is a good saw. I need a nail and a hammer. This is a drill. Are you grateful? Do you like that girl? Are you German? How much do you weigh? Is that straight? Did you like the pie? Who broke your mirror? Is she a cook? Is he a good mechanic? How much is this? You are hateful! Do not kill the goose! What a fine daughter! Don't laugh! You are a thief! That is a miracle! Wait a minute! Don't fight! Watch that sign! Shut off that saw! I am hurt!

C. ANSWER THE FOLLOWING QUESTIONS OR REMARKS AND LISTEN FOR THE ANSWER.
(Responda a las frases siguientes y escuche la contestacion.)

1. (one) What is your name? ____________________
My name is ____________________________

LAB - LESSON II

2. (two) Where are you from? ____________________

3. (three) Where is your house? ____________________

4. (four) Where is your family? ____________________

5. (five) What is your nationality? ____________________

6. (six) What is your occupation? ____________________

7. (seven) Hello. How are you? ____________________

8. (eight) Good evening ________________

9. (nine) Good afternoon. How are you? ______________

10. (ten) Excuse me please ____________________

11. (eleven) Good-bye ________________________

12. (twelve) Good night ________________________

13. (thirteen) I'll see you later ____________________

14. (fourteen) Good morning ______________________

D. Dialogue

1. Listen carefully.
   (Escuche con cuidado.)

2. Repeat what you hear.
   (Repita lo que Vd. oye.)

JOE: Good morning. How are you?
JOHN: I am fine thank you.

LAB - LESSON II

JOE: What is your name?
JOHN: My name is John Perez.

JOE: Where are you from?
JOHN: I'm from Los Angeles.

JOE: Where is your house?
JOHN: My house is in San Diego.

JOE: What is your nationality?
JOHN: I'm an American citizen.

JOE: What is your occupation?
JOHN: I'm a carpenter.

JOE: Thank you.
JOHN: You are welcome.

JOE: Good-bye.
JOHN: I'll see you later.

LESSON III

A. PHONETIC REPETITION. Not for memorization.

J	jet, job, judge, John, Jack, Jerry, jolt, jump, jitter, jagged, jade, jail, jam, jelly, jealous, Japan, New Jersey juice, James, jewel, jolly, just.
K	kid, kitten, keep, kettle, Karen, like, pike, kite, kiss
KN	no suena la K knock, knack, knit, knife, know, knowledge, knot
L	lad, lug, load, love, long, ladder, capital, central, intelligent, brilliant, low, light, last, loss, lush, level, life.
LE	FINAL: little, trouble, double, rifle, idle, cradle, title, scuttle
LY	FINAL: badly, sadly, gladly, freely, happily, merrily, fairly
LK	(no suena la L) stalk, walk, talk
M	igual a la m española man, mass, male, mail, member, mud, milk, must, mouth, my
MN	damn, hymn, column, solemn
MB	no suena la B lamb, numb, dumb, plumber, plumbing
N	igual a la n española not, nose, nice, near, narrow, nail, nut, notch, north
NG	sonido nasal-ang, ung, ong, ing sang, rang, bang, gang, fang, rung, hung, dung, sung, strung, strong, long, song, wrong, gong, sting, thing, king, wing, ring

LESSON III

ING	corresponde a los términos--ando, iendo ringing, singing, stinging, sitting, doing, talking, going, waiting, reading, sleeping, eating, coming, shouting, saying, willing
O	con e final--oa, oe, oor, ow ocean, hope, coke, spoke, or, rope, dope, choke, pore, store, lore, chore, robe, stove, cove, joke, poke, tore, core, role, roll, stole, pole, hole, host, post, roast, toast, coast, toward, board, oat, goal, foal, shoal, boat, soap, show, know, hoe, toe, owe, follow, blow, tow, bow, below, coal, crow
O	corta hot, tot, lot, cot, rot, spot, shot, got, hop, stop, drop, mop, lock, dock, stock, common, bomb, Tom, forget
O =	aw dog, soft, coffee, bought, fought
OR	borrow, sorrow, tomorrow
OOR -ORE	door, poor, floor, coral
O	floja (uh) actor, factor, odor, candor, neighbor, done, one, undone, son, forget, wonder, work, worst
O =	WU one, wonder
OO	O floja wood, good, stood, hood
OUS =	o floja joyous, wondrous, vicious, delicious, ficticious, repetitious, malicious, cautious, gracious, spacious, fallacious, tenacious

LESSON III

OUL=O floja
could, would, should

OW-OU
sow, wow, cow, dow, pow, how, now, shower, tower, power, flower, towel, down, town, drown, brown, crowd, out, about, gout, stout, shout, doubt, drought, found, pound, astound, around, abound, mouse, house, spouse, sour, hour, flour, our, foul, mount.

OI-OY como oy en hoy, doy, etc.
oil, boil, coil, foil, spoil, toil, soil, boy, toy, coy, Toy, royal, joy, joyous

P más fuerte que la p española
pan, pick, post, pat, Pat, papa, pour, pain, paddle, pork, paste, per, pest, pepper, opportunity, opera, pamper appetite, epitomy, up, stop, mop, flop, map, gap, gape, shape, tap, tape,

PH = F
photograph, phone, phonograph, telephone, phone, pnonetic, phony, Phil, Philip, phosphorous, philosophy, phase, pharmacy, Philadelphia, phantom, phobia, phenomenon, Phyllis, physic, physical

B. SENTENCE PATTERN PRONUNCIATION DRILLS. Not for memorization.

1. Declarative

He is an actor. She is my neighbor. There goes my son. Forget it. I wonder if that is true. She is so gracious. Hand me the towel. He went to town. They live around the block. The house is pretty. Sit down. Bake a cake. He has a good job. We are going to town. He works. I need a car. They are my friends. I am painting. I need a ladder.

2. Interrogative

Are you an actor? Is she your neighbor? Is that true? Will you hand me the towel? Did you go to town? Where do they live? Is the house pretty? Will you bake a cake?

Does he have a good job? Are you going to town?
Do you need a car?

3. Exclamatory
She is a good neighbor! Get out of the house! The cake is burning! Stop the car! Do not walk on the paint! That is a pretty house! That is too bad! That is a tall ladder!

C. PHRASES FOR MEMORIZATION.

1. QUESTION

Who is he? (¿Quién es él?)	He is He's	my friend
What is What's (¿Cuál es su nombre?)	His name is ____________. (Su nombre es __________)	
What's his occupation? (¿Qué trabajo hace?)	He is a ______________. He's an	
What's his nationality?	He's a ____________ citizen. an	

2. Students should practice both positive and negative responses. Point out that no and not have to be used together to make a negative response.

Write the following structures on the board. Have the students practice inserting various words into the structures. Have students use all subject pronouns they have learned to date.

LESSON III

QUESTION	ANSWER
Are you______________?	Yes, I'm______________.
hungry	hungry
thirsty	thirsty
cold	cold
hot	hot
sleepy	sleepy
¿Tiene Vd.______________?	No, I'm not______________.
hambre	hungry
sed	thirsty
frio	cold
calor	hot
sueno	sleepy

3. Time (tiempo)

It is early - (es temprano)
It is late - (es tarde)

Is it early? ¿Es temprano?)	Yes, it is early (Sí, es temprano.) No, it is not early.
Is it late? (¿Es tarde?)	Yes, it is late. (Sí, es tarde.) No, it is not late.

LAB - LESSON III

A. Repeat the following words:
(Repita las palabras siguientes en voz alta.)

jet, job, judge, kid, kitten, keep, knock, knack, knit, lad, lug, load, little, trouble, double, badly, sadly, gladly, stalk, walk, talk, man, mass, male, hymn, column, solemn, not, nose, nice, sang, rang, bang, ocean, hope, coke, hot, tot, lot. borrow, sorrow. tomorrow, or, on, actor. wood, good, stood, joyous, wondrous, vicious, sow, wow, cow, oil, boil, coil, pan, pick, post, photograph, phone,

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta.)

He is an actor. She is my neighbor. There goes my son. Forget it. I wonder if that is true. She is so gracious. Hand me the towel. He went to town. They live around the block. The house is pretty. Sit down. Bake a cake. He has a good job. We are going to town. He works. I need a car. They are my friends. I am painting. I need a ladder. Are you an actor? Is he your neighbor? Is that true? Will you hand me the towel? Did you go to town? Where do they live? Is the house pretty? Will you bake a cake? Does he have a good job? Are you going to town? Do you need a car? She is a good neighbor! Get out of the house! The cake is burning! Stop the car! Do not walk on the paint! That is a pretty house! That is too bad! That is a tall ladder!

C. Answer the following questions or remarks and listen for the answer.
(Responda a las frases siguientes y escuche la contestación.)

1. (one) Who is he? ______________________________
2. (two) What's your name? ______________________________
3. (three) What's your occupation? ______________________________
4. (four) What's your nationality? ______________________________
5. (five) Are you hungry? ______________________________

6. (six) Are you thirsty? ____________________

7. (seven) Are you cold? ____________________

8. (eight) Are you hot? ____________________

9. (nine) Are you sleepy? ____________________

10. (ten) Is it early? ____________________

11. (eleven) Is it late? ____________________

12. (twelve) How are you? ____________________

13. (thirteen) What is your name? ____________________

14. (fourteen) Where is your house? ____________________

D. Dialogue

1. Listen carefully. (Escuche con cuidado)
Repeat what you hear. (Repita lo que oye)

Bill: Good morning George. How are you?

George: I'm fine, thanks Bill, and you?

Bill: I'm fine. Who is he?

George: He's my friend, John Walker.

Bill: John, I'm happy to meet you.

John: It's my pleasure, Bill.

Bill: Where are you from, John?

John: I'm from Riverside, California

Bill: What kind of work do you do?

John: I'm an electrician.

Bill: Are you hungry?

George: Yes, I am hungry. It's late.

John: I'm not hungry, I'm thirsty.

LESSON IV

A. PHONETIC REPETITION. Not for memorization

QU-CU

quack, quail, quaint, quake, qualify, qualification, quality, quantity, quarrel, quart, quarter, queen, queer, quest, question, quick, quiet, quilt, quintet, quip, equip, quipment, quite, quiz, quota, quote, quotient.

R, RR, WR, - Más blandas y flojas que la r y la rr española
race, rack, rate, ratio, raffle, raft, rake, rail, ramble, rap, wrap, wrapper, wrath, rate, rating, ration, rattle, raw, reach, read, wreath, wreck, reckless, real, rear, reason, recent, recognize, recommend, record, red, reel. refer, reference, reform, refuse, relation, relax, relief, ' rent, wrench, reposses, rest, wrestle, wretch, refill, rig, wriggle, write, written, rival, wrist, road, rode, roast, rock, roll, romance, wrong, room, roof, rough, round, wrote, run, rule, ruler, ruin, arrival, arrest, arrogance, torrid, carry, berry, fury, ferry, Jerry, Harry, Larry, Mary, merry, very, cherry, worry.

S igual a la s española
sand, sap, sort, soon, so, serve, sign, sigh, simple, sample, sit, sick, seek, insist, send, save, sin, sinister, side, sign, sister, soap, soak, sore, solo, some , sorrow. soul, sole, sound, subtle, sudden, sun, son, submit, sustain, suck, summer, sunken, super, surf, surface, suspicion, sway, swear, sweat, sweet, sort, sword, swell, swifty, swing,

SC, SL, SK, SM, SN, SP, SQ, ST. Sonido de la s antes de la consonante. Practice hissing ssss with the class before pronouncing the words.
scab, scale, scan, scar, scarf, scandal, schedule, scholar, school, scoop, scope, scout, scratch, screw, scream, slab, slam, slant, slap, slave, sledge, sleep, sleepy, slice, slick, slip, slow, slug, slum, sky, skate, ski, skin, shirt, smack, small, smash, smell, smile, Smith, smoke, smooth, smuggle, snake, snap, snarl, snow, snore, space,

LESSON IV

spade, spank, Spanish, spare, spark, speak, (repeat) Speak Spanish, special, spell, speed, spend, spin, spine, spirit, spoil, spoon, spot, spread, spring, square, squall, squash, squawk, squeal, squeak, squeeze, squirt, stab, stack, stain, stair, stare, stake, stale, stamp, stand, star, starve, station, steal, steam, steel, steep, step, sterile, stew, stick, still, sting, stink, stir, stock, stomach, straight, stress, strike, string, struggle, stud, student, studio, study, stupid, style (Repeat this section if necessary.)

SH shhh (practice sound before proceeding with words)
shape, shade, shore, shabby, ash, shanty, shame, share, sharp, shed, sheet, shift, ship, shut, shy, shift, Shirley

Excepciones : sugar, sure, tissue, issue, surely

S-Z at the end of words (plurals and third person)
shoes, dues, blues, does, his, is

B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.

1. Declarative

The wrench. - I have to buy a wrench today. We can remove the stain with steam. Use the screwdriver, Hand me the pliers. The radio is on. Let's play. This is a drill. I bought it yesterday. Turn the compressor off. We can put the tar on the roof now. This is a good quality.

2. Interrogative

Where is the wrench? Can I use your screwdriver? Are those your pliers? Did you leave the radio on? Are we going to play? Is that a drill? When did you buy it? Is it sharp? Are you going to rent the house?

LESSON IV

3. Exclamatory

a. These are good pliers! Turn the radio off! Let's play!
Don't cut yourself! What a wreck! Watch the step!
Don't smoke! I'll scream! Shut the door !

C. PHRASES AND VOCABULARY FOR MEMORIZATION.

Meals, food and drinks.
(Comidas, alimentos y bebidas)

QUESTION	ANSWER
Do you eat__________________? breakfast, lunch, dinner	Yes, I eat__________.
(¿ Toma Vd. el__________________? desayuno, almuerzo, la cena	No, I don't eat________.
Do you eat____________________? meat bread eggs (carne) (pan) (huevos) cheese fruit vegetables (queso) (fruta) (legumbres) soup sandwiches (sopa)	Yes, I eat____________. No, I don't eat__________.
Do you drink__________________? milk, coffee, tea, beer (leche) (café) (té) (cerveza)	Yes, I drink__________.

LESSON IV

What do you eat for____________________? I eat_______________.
breakfast, lunch
dinner

(¿ Qué come Vd. para el desayuno etc. ?)

What do you drink with__________________? I drink______with____.
breakfast, etc.

(¿ Qué bebe Vd. con el desayuno etc. ?)

What is your favorite food?
(¿ Cuál es su platillo favorito?)

My favorite food is_______.

OTHER FOODS
(Otras comidas)

Meat

pork chops
lamb chops
round steak
liver
chicken
stew
sausage
hamburger
bologna
rib steak
pork roast
ham
wieners

Vegetables

spinach
asparagus
broccoli
carrots
celery
lettuce
parsley
mushrooms
eggplant
avocado
cauliflower
tomatoes
potatoes

LESSON IV

Drinks

chocolate
coca cola
root beer
tea
milk shake
malt
orange juice
orange drink
fruit punch

Fruits

orange
apple
banana
plum
peach
apricot
grapes
cherries
strawberries

SILVERWARE (Use illustrations or objects)
(Cubiertos)

fork	(tenedor)
knife	(cuchillo)
spoon	(cuchara)
plate	(plato)
glass	(vaso)
cup	(taza)

LAB - LESSON IV

A. Repeat the following words:
(Repita las palabras siguientes en voz alta.)

quack, quail, quaint, quake, quarter, race, rack, rate, refer, reference, reform, wrestle, wretch, wriggle, sand, sort, soon, scable, scan, scar, slab, slam, slant, sky, skate, ski, smack, small, smash, snake, snap, snow, space, spare, spark, squash, squeak, squeeze, stamp, station, steam, shape, shade, shore, sheet.

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta.)

The wrench. I have to buy a wrench today. We can remove the stain with steam. Use the screwdriver. Hand me the pliers. The radio is on. Let's play. This is a drill. I bought it yesterday. Turn the compressor off. We can put the tar on the roof now. This is good quality. We are fixing the house. Where is the wrench? Can is use your screwdriver? Are those your pliers? Did you leave the radio on? Are we going to play? Is that a drill? When did you buy it? Is it sharp? Are you going to rent the house? These are good pliers! Turn the radio off! Let's play? Don't cut yourself! What a wreck! Watch the step! Don't smoke! I'll scream! Shut the door!

C. Answer the following questions and listen for the answer.
(Responda a las frases siguientes y escuche la contestación.)

Answer yes.
(Conteste que sí)

1. (one) Do you eat meat? ____________________

2. (two) Do you eat bread? ____________________

3. (three) Do you eat eggs ?______________________.

4. (four) Do you eat cheese ?______________________?

5. (five) Do you eat fruit ?______________________.

6. (six) Do you eat vegetables ?__________________.

7. (seven) Do you drink milk ?____________________.

8. (eight) Do you drink coffee ?___________________.

9. (nine) Do you drink tea ?______________________.

10. (ten) Do you drink beer ?_____________________.

The questions will be repeated. Answer no.
(Se repitirán las preguntas. (conteste negativamente.)

D. Substitute the word you hear for the appropriate word in the sentence and repeat the sentence.
(Sustituya la palabra que oirá por la palabra apropiada en la frase y repita la frase.)

1. I eat eggs for breakfast.
(meat)
2. I eat meat for breakfast
(lunch)
3. I eat meat for lunch
(fruit)
4. I eat fruit for lunch
(dinner)
5. I eat fruit for dinner.
(soup)
6. I eat soup for dinner.
(drink)

7. I drink soup for dinner.
(milk)
8. I drink milk for dinner
(with)
9. I drink milk with dinner.
(breakfast
10. I drink milk with breakfast.
(coffee)
11. I drink coffee with breakfast
(lunch)
12. I drink coffee with lunch.

E. Dialogue:

1. Listen carefully
(Escuche lo que oye)

2. Repeat what you hear
(repita lo que oye.)

Joe: Bill, do you eat eggs for breakfast?

Bill: No, I don't.

Joe: Do you eat bread or toast for breakfast?

Bill: No.

Joe: Do you eat fruit or vegetables for breakfast?

Bill: No.

Joe: Do you eat meat?

Bill: No.

Joe: What do you eat for breakfast?

Bill: I don't eat breakfast. I drink it.

Joe: What do you drink for breakfast?

Bill: A can of beer and a glass of milk.

Joe: Oh!

Bill: Are you hungry?

Joe: No, not anymore. (ya no)

LESSON V

A. PHONETIC REPETITION. Not for memorization.

T más fuerte pero con menos precisión que la t española.
tab, table, tablet, tack, tag, tail, take, tall, talk, tan, tank, tangle, tap, tape, tar, taste, tattoo, tax, taxi, tent, terrible, test, text, tin, tip, tire, title, toad, toast, together, toll, tone, tomato, tong, tongue, too, to, tow, tooth, top, total, touch, toy, train, trash, treat, trip, trot, trouser, try, tub, tug, turn, twist

TH tiene dos sonidos:

1. Como la z castellana.
   thank, theater, with, thick, thief, thigh, thin, thing, think, third, thirst, thorn, thought, thousand, thrash, thread, throw, threat, three, thrill, throat, throttle, thunder
2. TH con zumbido leve.
   that, than, their, there, them, then, therefore, thereafter, these, they, this, those, thus, the.

TCH catch, match, satchel, watch, ditch, notch, Dutch, clutch, stitch, pitch, wretch, fetch

TION=SHUN
attention, retention, assumption, aggravation, nation, ration, relation, frustration, concentration, sensation, realization, temptation, legalization, organization, traction, fraction, action, friction, diction, dictation, election, section, fiction, affection, examination, addition

TURE=CHUR
Adventure, agriculture, aperture. culture, fixture, capture, furniture, future, lecture, mixture, nature, picture, puncture, rapture, rupture, texture, temperature, tincture, torture, suture, saturate, structure, stature, sculpture

TY=TI
Betty; booty, crafty, crusty, dusty, empty, fifty, fatty, gusty, hasty, haughty, jetty, lusty, liberty, nasty, nutty, naughty, ratty, pretty, Patty, rusty, seventy, twenty, trusty

U (iu) Con e final - ue, eau

unite, unit, unity, union, universal, university, use, useful, using, utilize, abuse, acuse, amuse, butte, cube, cubic, cue, cubit, cure, curious, cute, duty, endure, during, emulate, ensue, exhume, excuse, fugitive, humid, Hubert, Hugh, humor, humorous, huge, jury, juvenile, luminous, luxury, mucus, mule, music, muse, mute, mutation, mutiny, nuclear, nutrition, suit, punctual, puncture, pupil, pure, purist, substitute, annual, tabulate, beautiful, Tuesday

U U corta - UR - palabras con el sufijo un.

us, up, upset, upper, ulcer, ulterior, ultimate, bun, bus, but, bust, bumble, butter, customer, custard, custom, cub, cut, dub, dud, dull, dust, dumb, fun, fuss, further, gust, hug, hull, hum, hunch, hurry, hustle, judge, jump, jury, just, justice, lumber, lust, lug, lunch, mud, multiply, mummy, muscle, must, mussel, nun, nut, nuzzle, pub, public, puff, pulp, pump, punch, punish, putty, rudder, rubber, rub, rug, run, rum, rung, rust, sub, subject, submit, subsoil, suburb, success, sudden, supper, truck, tub, tumble, unbend, uncoil, under, understand, uneven, ungrateful, unheard, unpack, unwind, young, vulture

ULL=full, pull, bull,

UR=UHR - u floja

burst, curb, curfew, curse, curl, church, fur, fury, hurl, hurt, hurry, lurch, murder, murky, purge, purse, purpose, surf, surge, surface, surgery, turn, turbid, urban, urge, surprise, surplus (exemption - bury)

B. SENTENCE STRUCTURE PRONUNCIATION DRILL. Not for memorization.

1. Declarative

He is right. The car has been stolen. The trash can is there. I spent five dollars. Please multiply that amount for me. He is judge Spencer. We need to buy more lumber. The bread needs butter. It is lunch time. Let's run home. The fuel pump is broken. She hurt her foot yesterday. They caught the thief last night. You need screws on that screen door. The saw needs to be sharpened.

2. **Interrogative**

Is he right? Who stole the car? Where is the trash-can? How much money did you spend? Is the fuel pump borken? Did you sharpen the saw? When are you going to fix the screen door? How did she hurt her foot?

3. **Exclamatory**

You stole the car! You are wrong! He is a thief! She has a broken arm! That is a sharp saw! Don't lose the screws! Don't drop the butter!

C. PHRASES FOR MEMORIZATION. Repeat and Practice.

Places and directions
(Lugares y direcciones)

QUESTIONS	ANSWER - RESPONSE
Where is ____________?	The ____________ is in ____________.
(¿Donde está____________?)	San Diego
the supermarket (super mercado?	Chula Vista
the drugstore (farmacia)	the center of town
the Post Office (casa de correos)	downtown
the school (la escuela)	National City
the Police Station (la policia)	Imperial Beach
the bank (el banco)	Clairmont
the shopping center(el centro de compras)	Kearney Mesa

(Instructor may substitute local areas and names to give students a more recognizable vocabulary)

What street is it on?	It is on____________street(avenue)
(¿En qué calle esta?)	1st (first)
	2nd (second)
	3rd (third)
	4th (fourth)
	5th (fifth)
	6th (sixth)
	A, B, C, D, E, F

Where are you going?
(¿A dónde va Vd.?)

I'm going to the ______________.
bank, store, school,
supermarket, Post Office

I'm going to ________________.
work, Los Angeles,
Tijuana, San Francisco
San Diego

I'm going ____________________.
home

How are you going?
(¿En qué va Vd.?)

I'm going by__________________.
bus, train, car,
airplane

OTHER PLACES

- Community building
- swimming pool
- Fire Station
- Balboa Park
- Baseball Field
- Bus station
- City Hall
- Church
- Bakery
- Museum
- Theater
- Zoo
- Bus stop
- Notary Public
- Rest room
- Pool-Hall
- Auditorium
- Train station

LAB - LESSON V

A. Repeat the following words:
(Repita las palabras siguientes en voz alta).

table, tack, take, thank, think, third, that, their, them, catch, match, watch, attention, nation, election, agriculture, furniture, picture, fifty, pretty, unit, use, acuse, us, bus, butter, church, hurt, hurry

B. Repeat the following sentences:
(Repita las frases siguientes en voz alta).

He is right. The car has been stolen. The trash can is there. I spent five dollars. Please multiply that amount for me. He is judge Spencer. We need to buy more lumber. The bread needs butter. It is lunch time. Let's run home. The fuel pump is broken. She hurt her foot yesterday. They caught the thief last night. You need screws on that door. The saw needs to be sharpened. Is he right? Who stole the car? Where is the trash can? How much money did you spend? Is the fuel pump broken? Did you sharpen the saw? When are you going to fix the screen door? How did she hurt her foot? You stole the car! You are wrong! He is a thief! She has a broken arm! That is a sharp saw! Don't lose the screws! Don't drop the butter!

C. Listen to the sentences and answer the questions.
(Escuche las frases y conteste las preguntas).

1. (one) The Post Office is in San Diego.
The supermarket is in Chula Vista.

2. (two) Where is the Post Office?______________________
Where is the supermarket?_____________________

3. (three) The school is in National City.
The hospital is in East San Diego.

4. (four) Where is the school?___________________________.
Where is the hospital?__________________________.

5. (five) The bank is downtown San Diego.
The Police Station is in the center of town.

6. (six) Where is the bank?____________________________.
Where is the Police Station?____________________.

7. (seven) The drugstore is in Imperial Beach.
The shopping center is in Lemon Grove.

8.. (eight) Where is the drugstore?________________________.
Where is the shopping center?___________________.

9. (nine) The Post Office is on E Street.
The bank is on Fifth Avenue.

10. (ten) What street is the Post Office on?________________.
What street is the bank on?______________________.

11. (eleven) The drugstore is on Second Avenue.
The school is on "B" Street.

12. (twelve) What street is the drugstore on?________________.
What street is the school on?___________________.

13. (thirteen) The Police Station is on Third Avenue.
The supermarket is on "C" Street.

14. (fourteen) What street is the Police Station on?______________.
What street is the supermarket on?_______________.

D. Dialogue

Listen and Repeat.
(Escuche y repita).

Tom Jones is in the Bank of America in downtown San Diego. He speaks with a secretary. (El habla con una secretaria).

Tom Jones: Good morning! How are you?

Secretary: Good morning. I'm fine, thank you. May I help you?
(En qué le puedo servir?)

Tom Jones: Yes. Where is the Post Office please?

Secretary: The Post Office is in the center of town.

Tom Jones: What street is it on?

Secretary: It's on Fifth Avenue.

LAB - LESSON V

Tom Jones: My name is Tom Jones, I'm a lawyer. What is your name?

Secretary: Oh, really? Well, my name is Miss Fanny Hill. I'm a secretary. (¿De veras? Pués,)

Tom Jones: Where are you going for lunch?

Secretary: I don't eat lunch.

Tom Jones: Where are you going for dinner?

Secretary: I don't eat dinner.

Tom Jones: Where are you going after work? (¿Después del trabajo?)

Secretary: I'm going home.

Tom Jones: How are you going home?

Secretary: I'm going in a car with my boy friend. (Con mi novio)

Tom Jones: Oh, where is the Post Office?

LESSON VI

A. PHONETIC REPETITION. Not for memorization.

V Se pronuncia la v con los dientes superiores y el labio inferior.

VAVE, VEVE, VIVI, VOVO, VUVU (Practice these sounds with the students).

vat, van, vast, vacuum, vague, veil, valley, value, vane, very, vary, vend, vent, venture, adventure, vice, vicious, virus, virtue, vision, voice, vogue, void, vote, volt, advance, advice, reverse, subverse, converse, convince, conversation, vehicle, victim, event, eve, eventual, have, haven, love, liver, provide, divide, vigor, strive, dive, alive, receive, deceive, conceive, arrive, over, leave, Steve, grieve, heave, victory, Victor, revive, veteran, veto, vibrate, view, vision, visit, vocation, vocal.

W=UA Igual al diptongo UA español

water, watch, wag, wade, wasp, wash, waste, wave, wax, weak, week, weather, web, wed, weep, well, west, wide, widen, wiggle, wild, went, wind, window, wine, wise, wood, world, work, worry

WH no suena la w

who, whoever, whole, whom, whose, whosoever

X = tiene dos sonidos KS o GS. Cuando sigue una vocal. EXA=GS, EX=GS o KS

axe, axis, axle, box, boxer, cortex, convex, dexterous, exact, example, exaggerate, exasperate, expect, exchange, exercise, exert, exempt, exhaust, exile, exist, exploit, experience, flax, box, lax, laxative, relax, maximum, next, ox, oxygen, pox, smallpox, reflex, tax, taxation, taxi

LESSON VI

Y= la i española
yak, yam, yank, yankee, yard, yarn, yellow, yelp, yield, yoke, young, your, yours, youth, early, pretty, lazy, crazy, Mary, dirty, ready, airy, glory, gritty, barely, ability, society

Z suena como el zumbido de la abeja
zany, zeal, zealot, zebra, zero, zest, zinc, zip, zipper, zither, zone, zoo, embezzle, booze, buzz, buzzed, crazy, cozy, dozen, doze, freeze, frozen, jazz, Elizabeth, lazy, lozenge, maze, realize, sneeze, breeze, quiz

B. CONTRACTIONS AND ABBREVIATIONS.

1. Explain that in American English there is a tendency to shorten all forms of the present tense of the verb to be, to have, and will after pronouns and such interrogative adjectives as what and where. And would in the past and conditional tenses.

2. EXAMPLES:

Write I am on the board.
Explain that when we pronounce I am rapidly the a sound is lost. (erase the a) Explain that whenever a sound is lost it is replaced with an apostrophe. (') Write, I'm, on the board.
Note that similar changes occur with the following word combinations:

You are	you're	I have	I've
we are	we're	you have	you've
they are	they're	they have	they've
what are	what're	what have	what've

LESSON VI

how are	how're	how have	how've
where are	where're	where have	where've
he is	he's	he has	he's
she is	she's	she has	she's
it is	it's	it has	it's
what is	what's	what has	what's
how is	how's	how has	how's
where is	where's	where has	where's
I will	I'll	I would	I'd
you will	you'll	you would	you'd
we will	we'll	we would	we'd
they will	they'll	they would	they'd
he will	he'll	he would	he'd
she will	she'll	she would	she'd
it will	it'll	it would	it'd
what will	what'll	what would	what'd
how will	how'll	how would	how'd
where will	where'll		

C. SENTENCE STRUCTURE AND PRONUNCIATION DRILL. Not for memorization.

1. Declarative

We have to wash today. Next Sunday we will visit you. The valley is pretty in the spring. Her voice sounds like yours. You are going at the maximum speed. That is a good experience for you. Steve will vote for you. It was below zero. This is a cozy room. They were ready.

2. Interrogative

Do we have to wash? When will you visit us? Is the valley very pretty? What is the maximum speed? Will Steve vote this year? What was the temperature over there? Were they ready?

3. Exclamatory

Wait for me! You are going too fast! I will not vote! It was hot! What a loud voice! Don't come visit us anymore! You look the same!

D. PHRASES AND VOCABULARY FOR MEMORIZATION.

Buying and Selling
(comprar y vender)

1. NUMBERS (Write arabic numerals on the board)

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. eleven
12. twelve
13. thirteen
14. fourteen
15. fifteen

LESSON VI

16. sixteen
17. seventeen
18. eighteen
19. nineteen
20. twenty
21. twenty-one
22. twenty-two
23. twenty-three
24. twenty-four
25. twenty-five
26. twenty-six
27. twenty-seven
28. twenty-eight
29. twenty-nine
30. thirty

Drill students by writing a number at random on the board and requesting that each student say it aloud. Repeat this as often as necessary.

2. DOLLARS AND CENTS
(dolares y centavos)

QUESTION		ANSWER
How much is the___________?		The______is (costs) $_______.
(Cuanto vale la)	shirt(camisa)	1.00, 2.00
	dress(vestido)	3.00, 4.00
	wrench(llave inglesa)	5.00, 6.00
	screwdriver(desarmador)	(dollars)
	saw(sierra)	
	car (auto)	
	bill(cuenta)	
	paint(pintura)	
How much are the___________? is		The_______are (cost) $______. is dollars
	pants, socks	
	pliers, gloves	
	tools, overalls	
	shoes, blouse	
	tie, pen	
	book, hose	
	skirt, brush	
	suit, shorts	
	magazine, glasses	
	handkercheif, tires	
	battery, newspaper	

soap, towels
toothpaste, etc.

3. TIME

a. Days of the Week (Write them in chronological order on the board.)

Monday (lunes)
Tuesday (martes)
Wednesday (miercoles)
Thursday (jueves)
Friday (viernes)
Saturday (sabado)
Sunday (domingo)

b. Practice these words with the class:

today	tomorrow	the day after tomorrow	yesterday
(hoy)	(mañana)	(pasado mañana)	(ayer)

the day before yesterday
(anteayer)

c. Write the following structures on the board and say them to the class, pointing to the appropriate day on the board:

Today is______________

Tomorrow is___________

The day after tomorrow is_________

d. Write the following question structure on the board and ask the class:

What day is____________________?
today, tomorrow
the day after tomorrow

(Drill until all students can answer correctly)

e. Write the following structure on the board and say it to the class pointing to the appropriate day on the board:

Yesterday was_____________
The day before yesterday was__________

f. Write the following structure on the board and ask these questions:

What day was______________________________?
yesterday, the day before yesterday

(Drill until all students can answer correctly.)

g. Practice the days of the weekend. (fin de semana)

The days of the weekend are: Saturday and Sunday.

Question: Where are you going this__________?
Saturday
Sunday
Weekend

4. MONTHS AND SEASONS

1. Write all of the months of the year on the board in the following groups and practice the pronunciation until

the class can do it easily.

September
October
November
December
January
February
March
April
May
June
July
August

2. Write month (mes) on the board and introduce the pronunciation to the class:

Introduce the following structures to the class.

a. What month is it? It is______________.
(month)

Point to the correct month on the board.

Point at random months asking the same question.

b. What month was last month? Last month was______.

c. What was the month before last?
The month before last was_____.

. Point to appropriate month.

d. What is next month?

e. What is the month after next? The month after next is___.

f. In what month were you born? I was born in_______.
(en que mes nació Vd. ?) (Nací en______. (month)

Ask the above questions to all the class members.

3. Write the seasons with the corresponding groups of months.

Autumn (otoño)
Winter (invierno)
Spring (primavera)
Summer (verano)

(Ask the class what months are in Autumn, Spring, Winter, Summer.)

LAB - LESSON VI

A. Say the following numbers aloud:
(Diga en voz alta las palabras siguientes).

1 2 3 4 5

6 7 8 9 10

2 4 7 8 3

5 10 9 6 7

11 12 13 14 15

16 17 18 19 20

12 16 14 20 11

18 13 15 19 17

20 23 25 27 24

21 22 26 28 29

B. Listen to the following sentences and answer the questions.
(Escuche las frases siguientes y conteste las preguntas).

1. The shirt costs $1.25 (one dollar twenty-five cents).
The wrench costs $1.10 (one dollar ten cents).

2. a. How much does the shirt cost?
b. How much is the wrench?

3. The saw costs $3.25 (three dollar twenty-five cents).
The hammer costs $1.19 (one dollar nineteen cents).

4. a. How much does the saw cost?
b. How much is the hammer?

5. The dress costs $5.25 (five twenty-five).
The screwdriver costs $1.05 (one dollar five cents).

6. a. How much does the dress cost?
b. How much is the screwdriver?

7. The pants cost $2.25 (two twenty-five).
The socks cost $1.15 (one dollar fifteen cents).

8. a. How much do the pants cost?
b. How much are the socks?

9. The gloves cost $4.18 (four eighteen).
   The pliers cost $3.15 (three fifteen).

10. a. How much do the gloves cost?
    b. How much are the pliers?

C. Say the missing words in each line.
(Diga las palabras que faltan en cada línea.)

1. Monday, ______________, Wednesday, Thursday, _____________, Saturday, _________________.
2. Monday, Tuesday, ______________, Thursday, Friday, ____________, Sunday.
3. Tuesday, Wednesday, _________________, Friday.
4. Wednesday, Thursday, __________________, Saturday.
5. Saturday, Sunday, ________________, Tuesday, ___________________.
6. Friday, ___________________, Sunday, Monday, ___________________.
7. Wednesday, ___________________, Friday, Saturday, _________________.
8. Sunday, _________________, Tuesday, ________________, Thursday.
9. Thursday, ________________, Saturday, ________________, Monday.

D. Dialogue

Repeat what you hear.
(Repita lo que oye.)

Client:	How much is the shirt?
Salesman: (vendedor)	$2.25, sir. (Sr.)

LAB - LESSON VI

Client: How much are the pants?

Salesman: $5.19, sir.

Client: It's too much!
(es demasiado!)

Salesman: No, it's a bargain.

Client: What day is today?

Salesman: Saturday.

Client: What day is tomorrow?

Salesman: Sunday.

Client: Good-bye, I'll see you the day after tomorrow.

Salesman: Where are you going?

Client: Home. I never spend money on the weekend.

LESSON VII

A. Drill and repetition for memorization.

1. Pronouns (Practice with individuals until all get the concept and can use it individually.)

I (yo) WE (nosotros)

YOU (Vd., Vds., Tú)

HE (él) THEY (ellos, ellas)
SHE (ella)
IT (se refiere a cualquier cosa que no sea humana)

2. Verb TO BE (ser, estar) Tiene 3 formas AM, ARE, IS

I AM WE
YOU ARE
THEY
HE
SHE IS
IT

3. Practice each pronoun with the appropriate verb form three times with choral repetition.

4. Students will supply the correct form of TO BE with the following pronouns for individual response from students.

I, you, we, they, he, she, it (repeat one time)
I, he, you, we, it, I, she, we, it, she, I, he, they (repeat as necessary)

5. Instructor introduces himself to students. (Write the following form on the board.)

I am________________. (repeat)
I'm

6. Question and answer drills. Write the following forms on the board.

QUESTION	ANSWER
Who am I? (¿Quien soy yo?)	You are ______________ You're name-(nombre)
Who are you?	I am ______________ I'm name-(nombre)
Who is he (she)?	He is ______________ He's Mister (Mr.) explain abbreviation Miss Mrs. (se pronuncia misses)

If student does not know the name, have him ask the other student who he is. Have students ask each other these questions.)

B. Professional Positions

Explique que lo anteriormente mencionado con a o an se refieren a la profesion en general, y la palabra the se refiere especificamente al individuo que ocupa la posicion.

Am I the teacher? Yes, you are the teacher.
(¿Soy yo el maestro?)

Am I the ______________? No, you are not the ________.
(aren't)

manager (gerente)
foreman (director del trabajo)
owner (dueño)
operator (operador)
boss (jefe)
carpenter (carpintero)
guard (guardián)
inspector (inspector)
student (estudiante)
driver (chofer)

C. WHAT? (qualifying term) (Qué)

Teacher: What am I ?	You are a teacher. the (a se refiere a un maestro entre muchos) (the se refiere al maestro de la clase, es decir el único en la circumstancia presente.)
What are you?	I am a ______________________ the manager, foreman, owner, operator, boss, carpenter, guard, custodian, inspector, driver, worker, student
What is he?	He is______________________
What are they?	They are______________________ They're

Pointing at two students:

Who are they?	They are______________________ students (use plurals of professions)
He is Mr. (she) Miss______________ Mrs.	Mr. He is Miss______________________ (she) Mrs.

Pointing at appropriate persons, request rapid responses:

Who __________ is he, am I, is she, are they, etc. (repeat)

LESSON VII

D. Questions and answers on professions and positions:

QUESTION	ANSWER
Am I a teacher?	Yes, you are a teacher.
Am I a__________________? carpenter, plumber, painter, machinist, mechanic, technician, custodian, etc.	No, you are not a_________.
Am I an________________________? electrician, engineer, apprentice (aprendiz) architect	No, you are not an__________.
Are you a_________________? an	Yes, I'm a______________. an
	No, I'm not a____________. an

Pointing to another student, the phrase should be introduced. If the student does not know, he must ask another student or reply, "I don't know". (no sé)

Is he a __________________?	Yes, he is a____________. an
	No, he is not____________.
Are they_________________?	Yes, they are__________s.
	No, they are not________s.

(Explain that the s used in the "they pattern" is used to signify plurality as it does in Spanish.)

LESSON VII

custodian (mozo)
inspector
driver (chofer)
worker (trabajador)
student (estudiante)

SPECIALIZED VOCABULARY

Auto
mechanic
service writer
gas station attendant
auto parts clerk
manager

Wood
helper
apprentice
journey man
foreman
superintendent

Metal
machinist
bench operator
layout man
drill press operator
lathe operator

Welding
arc welder
gas -shielder arc welder
gas welder
certified arc welder
certified pipe welder
foreman

Are you the________________?
Yes, I am the__________________
No, I'm not the__________________

Is he the__________________?
Yes, he's the__________________
No, he is not the________________

Are they the________________?
No, he's not the________________
No, are the____________________
No, aren't the___________________

Drill these patterns with the students and have them ask each other questions.

LAB - LESSON VII

A. Say the correct form of "TO BE" after the following words, and listen for the correct pronunciation.

(Pronuncie la forma correcta de "TO BE" después de las palabras siguientes y escuche la pronunciación correcta).

1. I
2. You
3. He
4. She
5. It
6. We
7. They
8. He
9. You
10. I
11. It
12. She
13. You
14. I
15. We
16. He
17. They
18. It

B. Substitute the word you hear in the correct place and with the correct forms.
(Sustituya la palabra que Vd. oye en el lugar correcto y con las formas correctas.)

I'm a carpenter.
plumber

I'm a plumber.
He

He's a plumber.
machinist

He's a machinist.
You

You are a machinist.
foreman

You are a foreman.
the

You're the foreman.
He's

I'm an electrician.
You're

You are an electrician.
painter

You're a painter.
They're

They are painters.
managers

They are managers.
the

They are the managers.
We

We are the managers.
mechanics

LAB - LESSON VII

He is the foreman.
boss

He is the boss.
I

I am the boss.
electrician

I am the electrician.
an

I am an electrician.

We are the mechanics.
He

He is the mechanic.
I

I am the mechanic.
apprentice

I'm the apprentice.
an

I'm an apprentice.

Repeat this section without looking at the book. (Repita esta sección sin mirar el libro.)

C. Dialogue

Listen and repeat what you hear.
(Escuche y repita lo que oye).

Foreman: Good morning. My name is Mike Olson. I'm the foreman. Are you the carpenter?

Carpenter: Yes, I'm the carpenter. My name is Bob Harris.

Foreman: Is he the electrician?

Carpenter: I don't know.

Foreman: Are you the electrician?

Plumber: No, I'm not the electrician. I'm the plumber. Maybe he's the electrician.
(Tal vez)

LAB - LESSON VII

Foreman: No, he's not the electrician. He's the owner.

Plumber: Oh! What's his name?

Foreman: His name is Carl Jordan.

Plumber: What is he?

Foreman: He's an engineer.

Carpenter: Here comes the electrician.
(Aquí viene)

Foreman: Good morning. Are you an electrician?

Electrician: Good morning. Yes, I am an electrician.

Foreman: Good! I need an electrician. We don't have any electricity for the machinery. (¡Qué bueno! necesito.)
(No tenemos electricidad para la maquinaria.)

Electrician: You need an electrician?

Foreman: Yes.

Electrician: Good! I'll see you later.

Foreman: Where are you going?

Electrician: I'm going home. I forgot, I'm on strike today.
(Se me olvidó que estoy de huelga hoy.)

LESSON VIII

A. Demonstratives

1. THIS, THAT, THESE, THOSE. Drill and repetition for memorization.

Materials: All objects listed in Section A singular and plural.

a. Review: What are you, etc. I am a ___________.
the

The instructor will introduce the following shop objects. (Turn to Lab Section for pictures).

b. Objects: cross-cut saw, hacksaw, coping saw, cabinet file, chisel, scratch awl, block plane, steel tape measure, try square, straight blade screwdriver, claw hammer, auger bit, center punch, wrecking bar, sloyd knife, combination slip joint plier, bit brace, putty knife, jack plane, C-clamp dividers

c. More objects for identification: (small objects that can be brought to class and held in the hand.)

glass (drinking)
(vaso)
pen
(pluma)
toothbrush
(cepillo para dientes)
cup
(táza)
book
(líbro)
magazine
(revista)
newspaper
(periódico)

pencil
(lápiz)
wallet
(cartera)
watch
(reloj)
ring
(anillo)
key
(llave)
money
(dinero)
notebook
(cuaderno)

coins:
penny, nickel, dime, quarter

e. The students will then be requested to ask other students the questions of the patterns in Section b, c and d as a pattern drill.

3. THESE (estas, estas, estos) THOSE (eso, esas, esos-aquellos, aquellas)

Same vocabulary and patterns as for this and that. (see 2)

Give special attention to plural forms. Drill the addition of s to the vocabulary words. Practice the following structures - compare these are with those are.

a. These are Those are ____________s.
b. What are these? These are ____________s.
c. What are those? Those are ____________s.

B. THINGS, THIS, THAT, THESE, and THOSE with descriptive words. (nouns, demonstratives and adjectives)

1. Statement drills.

a. The ____________ is ________________________.

hammer, saw, pencil, pen, screwdriver, (same vocabulary as Part A, Sec. 1)

big (grande)	small (pequeño)	heavy (pesado)	ugly (feo)
light (ligero)	cheap (barato)	clean (limpio)	pretty (bonito)
old (viejo)	new (nuevo)	weak (débil)	expensive (caro)
dirty (sucio)	strong (fuerte)		

b. This ____________________ is ________________.
That

c. These ____________________ are ________________.
Those

LESSON VIII

Write the following structures on the board and practice by asking the students to identify the object or ask questions.

What is it? It is a__________.
It's a____________.

2. THIS (este, esta, esto) THAT (ese, esa, eso)

a. The instructor will introduce several items to the students following this pattern. (Write it on the board.)

This is a_______________(using vocabulary)
an

b. The instructor will then ask the students to identify objects on a this and that identification pattern. (write on the board) Explain that this refers to the object in the speaker's hand or within his reach; that is used in response and he is usually not in possession of the object.

What is this? That is a__________.
(¿Qué es esto?) (eso es) an

c. The instructor will then distribute items among the class and then follow a that this identification pattern asking students to identify objects in their possession.

What is that? This is a_______________.
an

(Instructor: vocabulary used in shop)

d. The instructor will then identify objects distant from students and instructor. (parts of classroom structure, etc.)

What is that? That is a______________________.
an wall, window, door, light,
switch, chair, table, desk

3. Question and answer patterns.

Is the
that__________ ______________?
this (nouns) (adjectives)

Yes, the
that________is_________.
this

No, the
that is not____________.
this

(Practice the above the this that etc. drills with all words in the vocabulary.)

LAB - LESSON VIII

A. Dialogue:

Bill: Sam, I'm going to the hardware store. Do you need anything? (necesitas algo?)

Sam: Yes. What is that in your hand?
(mano)

Bill: This is my new hammer.

Sam: Is it your hammer? It looks like my hammer.
(parece)

Bill: No, It's my hammer. I got it yesterday at the store.
(Lo compré ayer).

Sam: What's that on the handle?

Bill: Oh...this is the trademark.
(marca registrada)

S.A.M. Well...I'm going to the store to buy a new hammer.
(nuevo)
Do you need anything?

Sam: Yes. A lock for my tool box!
(para)

B. Identification of pictures. (vocabulary)

1. Identify the objects you see in the pictures when you are asked, "What is this?" Listen for the response afterwards.

   Identifique los objetos en los siguientes dibujos contestando That is______. Cuando se le pregunte What is this? Escuche la repuesta después.

LAB - LESSON VIII

2. Repeat Part 1–imagining that there are two of each object and answering, "Those are________" when you are asked, "What are these?"

Repita la parte 1– imaginándose que hay dos de cada objeto contestando "Those are" cuando se le pregunte, "What are these?"

VOCABULARY - LESSON VIII

1. cross-cut saw
2. hacksaw
3. coping saw
4. cabinet file
5. chisel
6. scratch awl
7. block plane
8. steel tape measure
9. try square
10. straight blade screwdriver
11. claw hammer
12. auger bit
13. center punch
14. wrecking bar
15. sloyd knife
16. combination slip joint plier
17. bit brace
18. putty knife
19. jack plane
20. C-clamp
21. dividers

GENERAL TOOLS AND EQUIPMENT

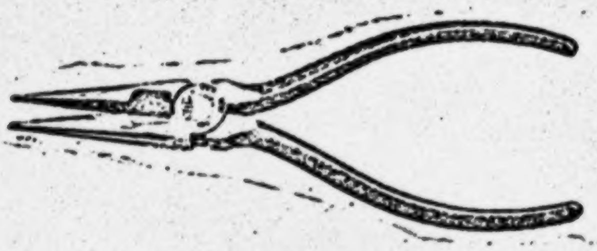
TOOLS	ADJECTIVE	VERB
1. Needle-nose pliers		
2. Diagonal cutting pliers		cut wire
3. Adjustable wrench	adjustable	to adjust, to tighten
4. Bolt cutter		to cut bolts
5. File	worn	to file
6. Hydraulic jack	leaky, drained, tight	to jack up
7. File card		
8. Plastic hammer		
9. Pipe cutter	sharp, dull	to cut pipe
10. Open end wrench		to tighten or loosen bolts
11. Combination wrench		to tighten or loosen nuts
12. Box end wrench		and bolts
13. Inside caliper		to take inside measurements
14. Outside caliper		to take outside measurements
15. Breast drill		to drill, to bind
16. Scratch awl		
17. Ball-pein hammer		
18. Snips		to cut metal
19. Aviation snips		
20. Machinist's vice	tight, loose	to hold objects
21. Pipe wrench		to loosen and tighten pipe
22. Cold chisel	chipped, broken	to chisel, to chip
23. Center-punch		to punch a hole, or mark
24. tap-wrench	bent	to tap a hole
25. Tap	stripped, broken,	to tap a hole, screw bolt
26. Micrometer	adjusted	to measure small objects to "mic" (mike)

EQUIPMENT		
27. Band-saw	sharp, dull, worn out, crooked	to cut
28. Grinder	electric, hand	to grind, hone, cut
29. Drill press		to drill
30. Lathe		to lathe

GENERAL TOOLS AND EQUIPMENT

(not pictured)

1. Divider		lines, scribes, circles
2. Scribe		to scribe lines
3. Pin punch		to drive pins
4. Combination square set		to measure angles
5. Countersink		to countersink holes
6. Key-hole saw		to cut holes
7. Rip-saw		
8. Safety glasses	clean, dirty, scratched	to protect the eyes
9. Welder's goggles	clean, dirty, scratched	to protect the eyes
10. Builder's level		to level surfaces, etc..



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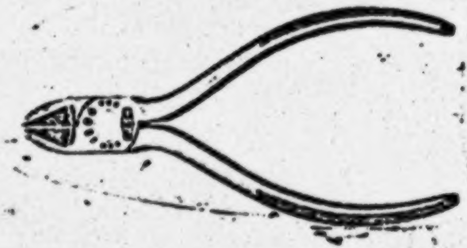

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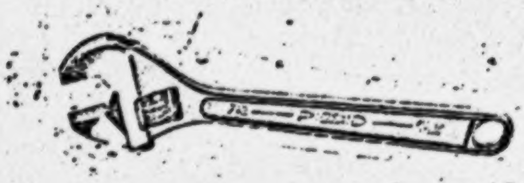

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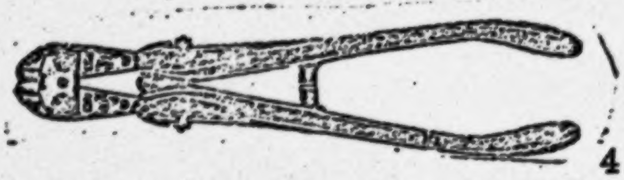

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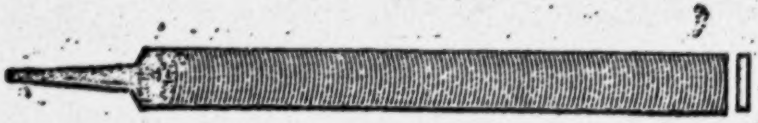

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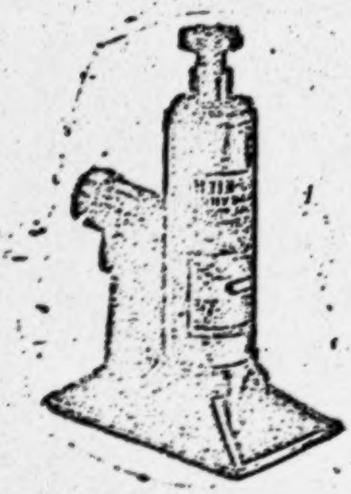

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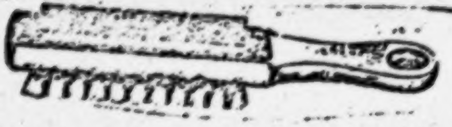

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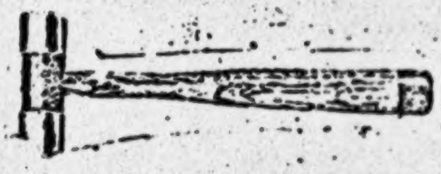

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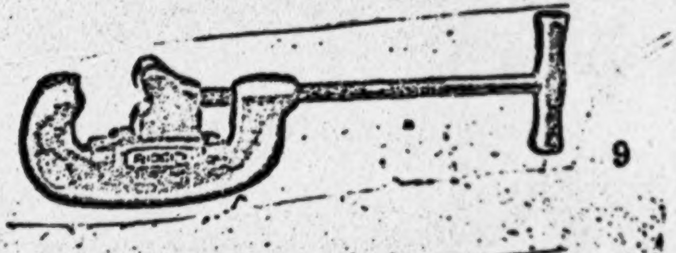

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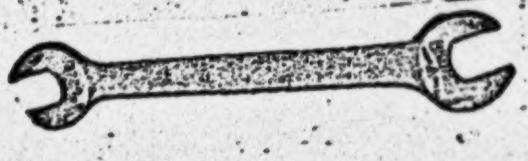

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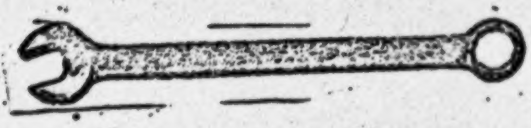

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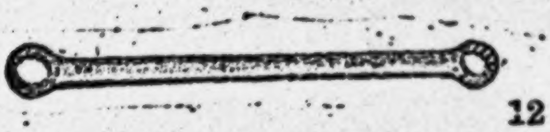

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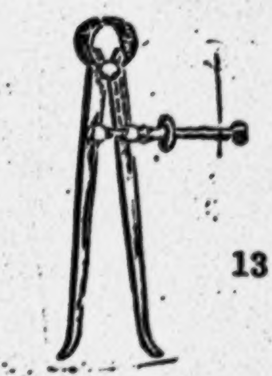

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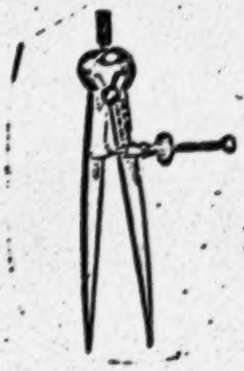

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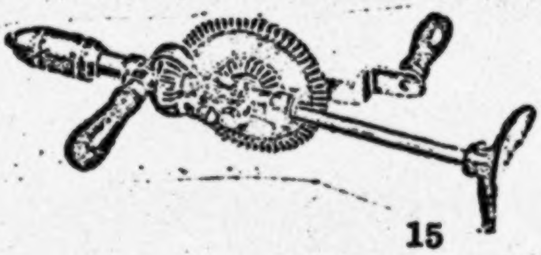

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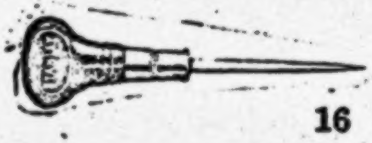

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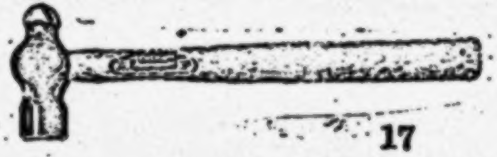

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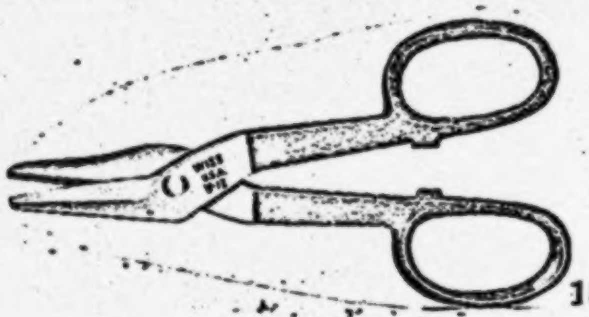

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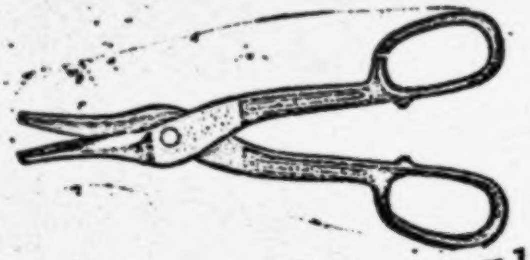

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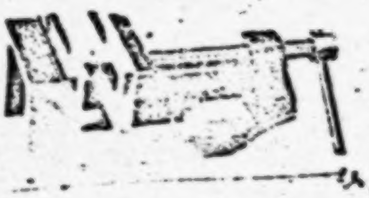

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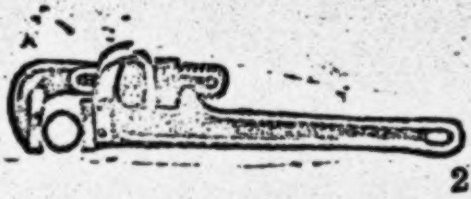

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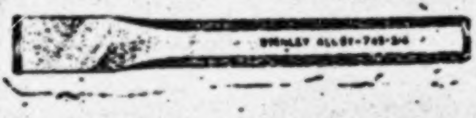

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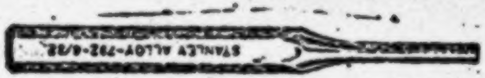
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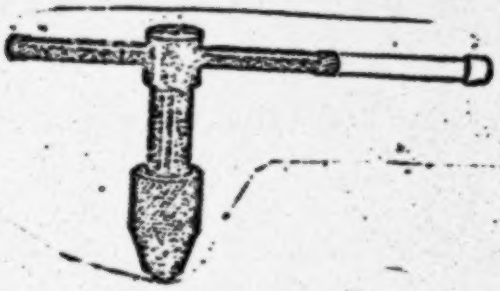

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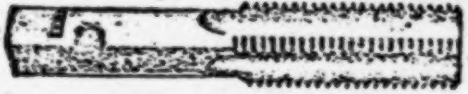

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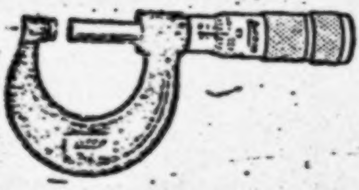

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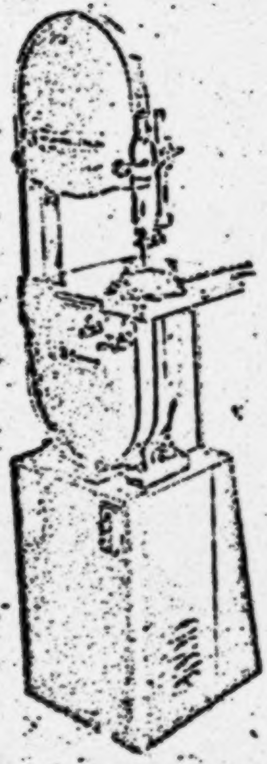
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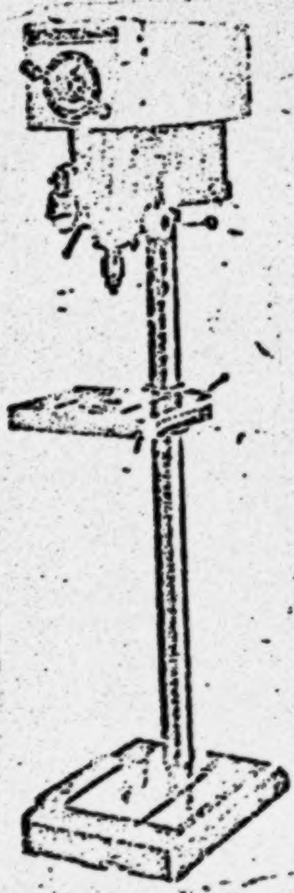
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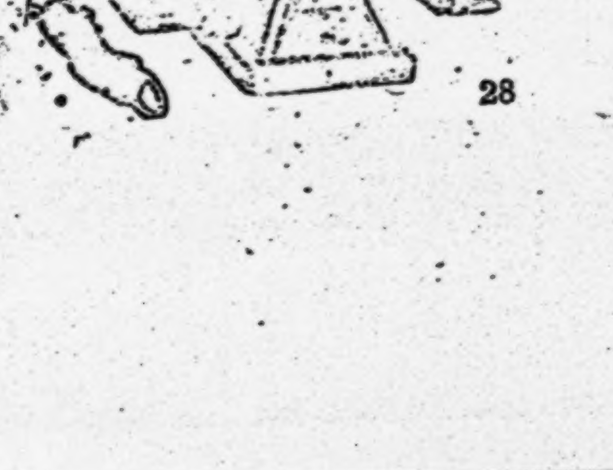
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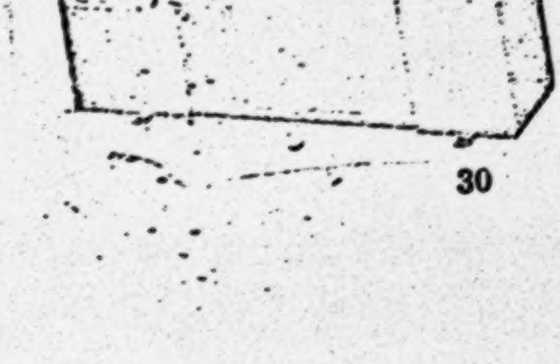
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LESSON IX

A. Nouns and Adjectives

1. The instructor will introduce the following automotive objects (new vocabulary) (Turn to Lab Section for pictures.)

Objects: socket wrench set, gasket scraper, combination box-open end wrench set, Phillips screwdriver, wire brush carbon remover, offset wrench, spark plug feeler gauge, box end wrench set, Allen wrench, vise-grip wrench, battery plier, universal puller, overhead valve adjusting tool, ' battery cable puller, ring groove cleaner, ring compressor, screwdriver socket ,attachment, rim wrench (lug), hand grease gun, ignition tool set, timing light

2. Repeat and drill the following patterns:.

Is the________	________?	Yes, the________is________
vocabulary Sec, A. 1	round, flat square, rough smooth, sharp dull, etc.	No, the________is not______

3. Referring to the items mentioned in Section 1, the instructor will ask the students to describe certain objects within their vocabulary. Use the following pattern.

a. What is the________like? The________is__________
¿Cómo es (el, la)____?

b. Explain to the students if they want to use more than one word to describe an object the descriptive words have to be joined by and. Practice the following pattern.

What is the___like? The___is____and__________

c. If they want to use more than two words all adjectives are connected by commas except the last - it is connected by and.

What is the____like? The___is____,____, and________

4. Objects (nouns) are connected in the same way.

a. What are those? Those are_____and___________

b. What are____and___like? _______and_______are________

______and_______are______and_____.

B. Possessives

1. Review:

What is your name?	My name is_____________.
What is my name?	Your name is____________
What is his name?	His name is______________ (Her)

2. Write the following pattern on the board using objects already introduced. After identifying the object, practice all possessive forms.

What is this ?	This is a__________________.
Is it your______________?	Yes, it is my________________
	No, it is not my________________

(If students become confused ask them their name again until they make the connection.)

Is it my____________?	Yes, it is your__________ No, it is not your_________
Is it his____________?	Yes, it is his___________ No, it is not his__________

C.. Explain that when more than one person owns something, different possessive forms are used. Practice these possessives in the same pattern.

1. OUR (nuestro)

Is this our__________? (nuestro)	Yes, this is our__________ No, this is not our_________

2. THEIR (su, de ellos)

Is this their_________? (su)	Yes, this is their__________ No, this is not their________

3. HIS, HERS, ITS (Su de él ella)

Is this___________? his hers its	Yes, this is his_______________. hers its

LAB LESSON IX

Identify the following objects. (pictures)
(Identifique los objetos siguientes)

A. Substitute the word. Put the substitute word in the right place in the sentence.
(Meta la palabra sustituída en el lugar apropiado de la frase.)

1. The hammer is heavy
   wrench
2. The wrench is heavy
   big
3. The wrench is big
   screwdriver
4. The screwdriver is big
   cheap
5. The screwdriver is cheap
   brush
6. The brush is cheap
   dirty
7. The brush is dirty
   table
8. The table is dirty.
   flat
9. The table is flat
   rough
10. The table is rough

B. Listen to the following sentences and answer the corresponding questions and listen to the correct answer.

(Escuche las frases siguientes y conteste las preguntas correspondientes y escuche la contestación correcta).

1. The saw is new and expensive.
   The plane is clean and sharp.
2. What is the saw like?
   What is the plane like?

3. The saws are old and dirty.
The instruments are big and expensive.

4. What are the screws like?
What are the instruments like?

5. My pen is cheap, small and ugly.
Your screwdriver is long and heavy.

6. What is my pen like?
What is your screwdriver like?

7. This block is big and heavy.
Those nails are short and thick.

8. What is this block like?
What are those nails like?

9. The tape measure is long.
My spray-gun is old, dirty and weak.

10. What is the tape measure like?
What is the spray-gun like?

C. Dialogue:

John: Good morning, Gary. How are you today?

Gary: I'm fine, thanks. Are you going to Martin's shop today?

John: Who is Martin?

Gary: He's the Ford mechanic on 5th Street in the old building
(edificio viejo).

John: Yes, I'm going by there. I'm going downtown.
(paso por allí)

LAB LESSON IX

Gary: Please give him these tools, the socket wrenches
(dale)
and the hydraulic jack.

John: Is the hydraulic jack his? It's a good jack.

Gary: Yes, it is. Maybe I should keep it here. I need one.
(Tal vez lo deba guardar aquí. Necesito uno)

John: The jack is not his. It's my jack. I'll take it home.
(me lo llevo a casa)

SPECIALIZED VOCABULARY

WELDING

Clothing

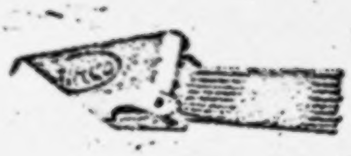
leather jacket
gloves
high top shoes
welding hood
safety glasses
etc..

Parts

pipe
tubing
plates
beams
types of material
aluminum
brass
steel
stainless steel
cast iron
chrome alloy
etc..

Activities

welding
brazing
cutting
pipe layout
blue print reading
estimating
etc..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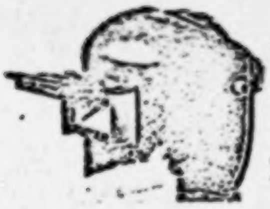
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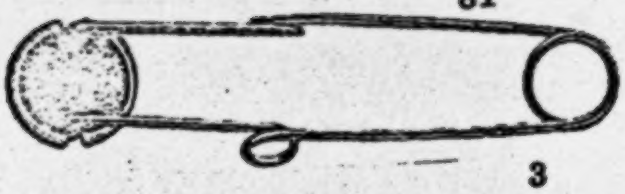
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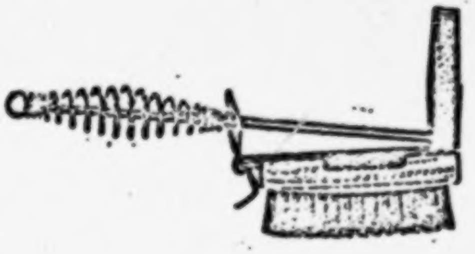
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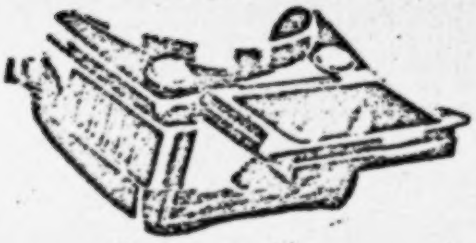
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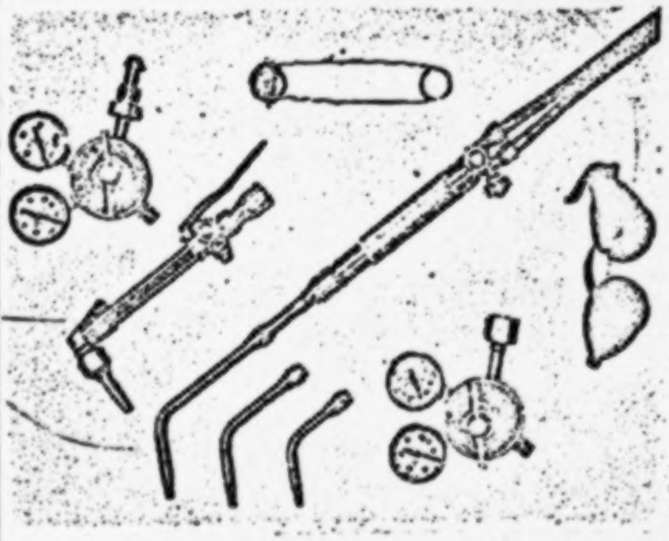
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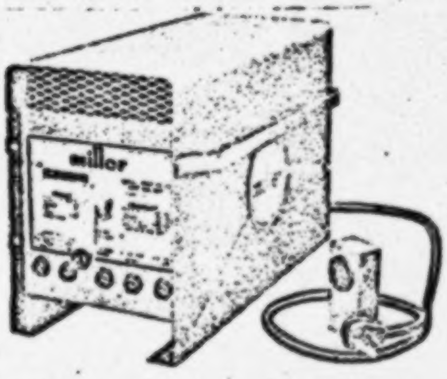

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SPECIALIZED VOCABULARY

TOOLS AND MACHINERY

1. Welding tip cleaner
2. Welder's helmet
3. Friction lighter
4. Chipping hammer and brush
5. Welder's goggles
6. Oxy acetylene torch and cutter set
7. Arc welder

(not shown)

1. Electrode
2. Welding rod
3. Automatic cutting machine
4. Power hack saw
5. Cutting shears

LESSON X

A. WHOSE (¿De quién?) Possession

1. When someone wants to know to whom something belongs he uses the word WHOSE. (Write the following pattern on the board and practice it)

Whose ____________	is this?	That is my ______________
wrench, pliers	that	your
screwdriver, saw,		his
hammer		our

2. MINE, YOURS, OURS, THEIRS

When students have mastered the pattern, tell them a shortened form can be used when there is no question about the identity of the object.

Whose is this?	This is mine.	(mío, mía)
	That is yours	(suyo)
	his	(suyo)
	ours	(nuestro)
	theirs	(suyo)

3. When the owner's name is used, possession is shown by adding an apostrophe's to the name. For example, Mary - Mary's

Practice the following pattern:

Whose is this? This is ______________'s

John, Mary, Bill, Jim,
Mike, Bob, Ann, Joe,
Mr. Smith, Mr. Jones

Whose _______ is this? That is ______'s _________.

B. Describing People

Is________your friend? name	Yes,__________is my friend No,__________is not my friend.
What is he like ? (she) (¿Cómo es él ?) ella	He is______________________. tall short fat thin (alto) (bajo) (gordo) (delgado) handsome ugly young old (guapo) (feo) (joven) (viejo) pretty interesting boring (guapa) (interesante) (aburrido)

LAB LESSON X

A. Listen to the following sentences and answer the corresponding questions. Listen for the correct answer afterwards.

(Escuche las frases siguientes y conteste las preguntas correspondientes).
(Escuche la contestación correcta.)

1. This is Tom's hammer.
   That is my screwdriver.
   Those are your pliers.

2. Whose hammer is this?
   Whose screwdriver is that?
   Whose pliers are those?

3. It is Mike's band-saw
   This is the school's drill.
   Those are the shop's sockets.

4. Whose band-saw is it?
   Whose drill is it?
   Whose sockets are they?

5. Jim's wrench is expensive
   Bill's vise is old and dirty?
   John's wrench is cheap and simple.

6. Whose wrench is expensive?
   Whose vise is old and dirty?
   Whose wrench is cheap and simple?

LAB LESSON X

B. Listen to the following sentences and answer the corresponding questions.
(Escuche las frases siguientes y conteste las preguntas correspondientes.)

1. Bill and Sam are carpenters and they are friends
2. Bill is fat, ugly and intelligent.
3. Sam is tall, good-looking and dull.
4. Bill's tools are new and expensive. His car is old and dirty.
5. Sam's tools are good and clean. His house is old and simple.

QUESTIONS

1. Who are Bill and Sam ?
2. What is Bill like?
3. What is Sam like ?
4. Whose tools are new and expensive?
5. Whose tools are good and clean?
6. Whose house is old and simple?
7. Whose car is old and dirty?

LAB LESSON X

Dialogue: Listen to the dialogue once, and then repeat the dialogue after the tape the second time it is read.

Tom: Where are you going tonight Bill?

Bill: I'm going to the shop to pick up some tools and then
(recoger)
I'm going to Martha's house.

Tom: Who is she?

Bill: She's my girlfriend and she's real good-looking.
(muy)

Tom: Oh, do you have a girlfriend.?

Bill: Yes, I do, don't you?

Tom: No, I don't get along with women very well.
(no me llevo con)

Bill: That's too bad. Well, I'll see you later, I'm going
(Qué lástima)
home to take a bath.
(para bañarme)

Tom: It's only Tuesday. Do you take a bath every day?

Bill: Yeah, don't you?
(si)

Tom: No, just on Sunday, sometimes
(a veces)

SPECIALIZED VOCABULARY

AUTO

Clothing

uniform
shop coat
coveralls
fender cover
cleaning rag
etc..

Parts

carburetor
condensor
short block
motor
heads
valves
coil
points
wires
spark-plugs
starter
generator
differential
oil pan
fuel pump
water pump
transmission
oil pump
crankshaft
camshaft
etc..

Activities

cleaning
boring
rebuilding
tuning
polishing
overhauling
timing
grinding
painting
scraping
adjusting
repairing
etc..

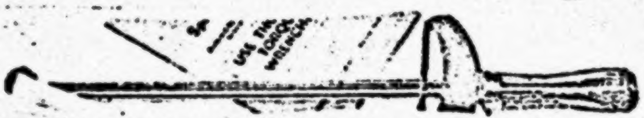
SPECIALIZED VOCABULARY

TOOLS AND MACHINES

1. Torque set
2. Lock ring pliers
3. Brake pliers
4. Brake adjusting tool
5. Piston ring cleaner
6. Compression gauge
7. Ratchet
8. Engine lift hoist
9. Tire changer
10. Valve grinder
11. Creeper
12. Electric impact wrench
13. Sockets
14. Adjustable car stand
15. Valve seat grinding set
16. Ratcheting box wrench

(not shown)

1. Engine stand
2. Cranshaft grinder
3. Engine boring machine
4. Brake drum and shoe service equipment
5. Electronic ignition scope
6. Arbor press
7.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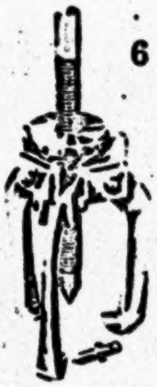
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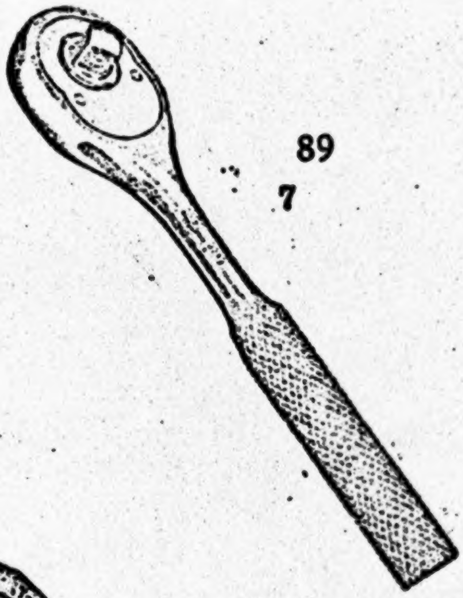
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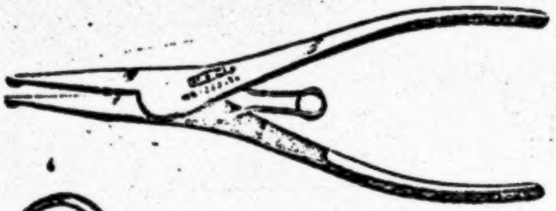
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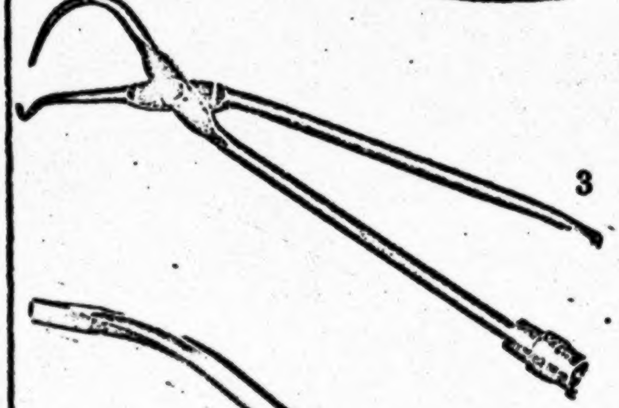
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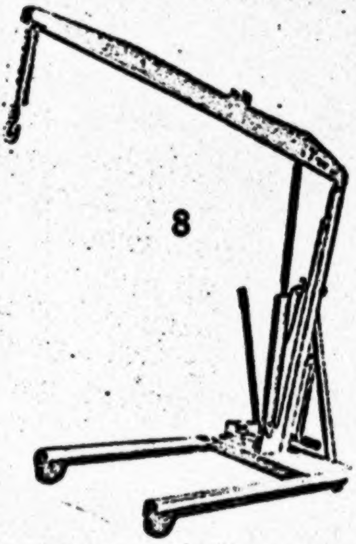
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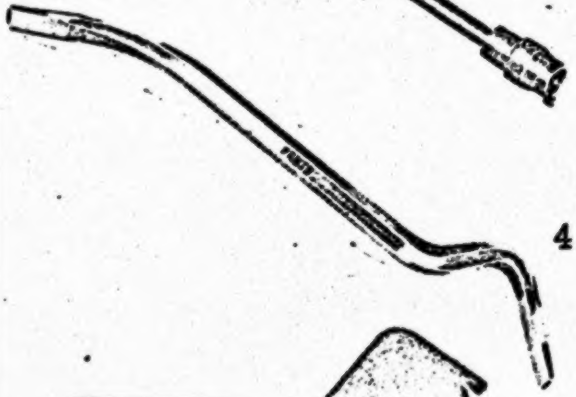
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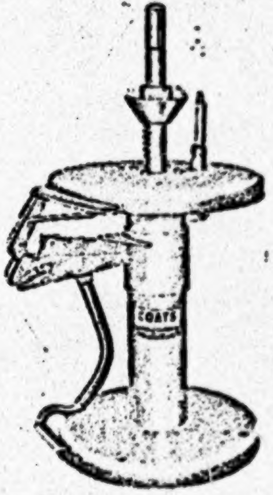
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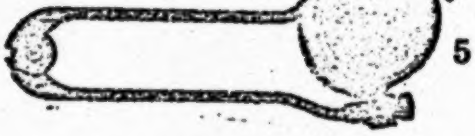
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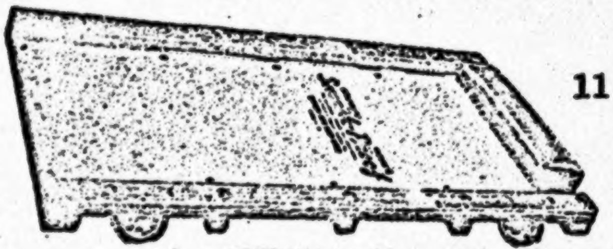
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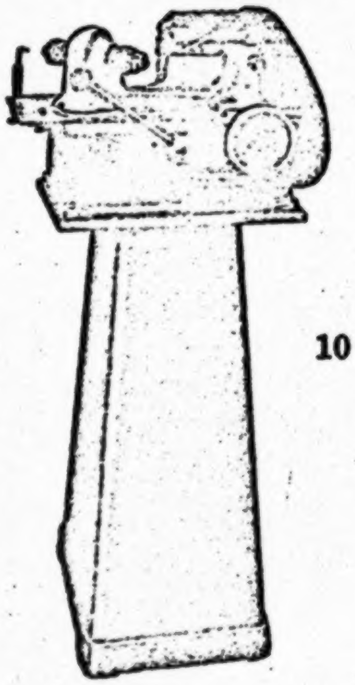
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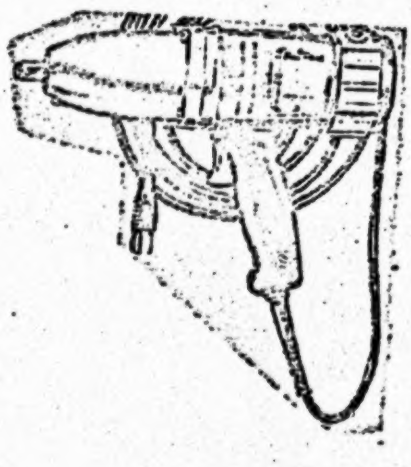
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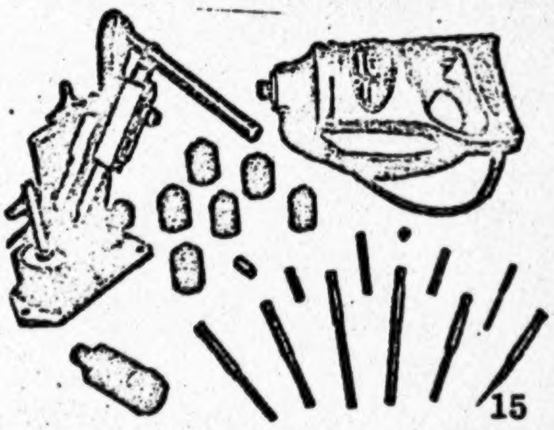
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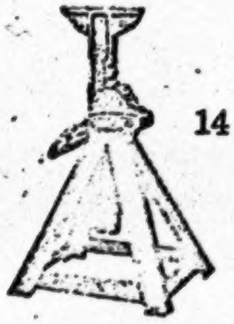
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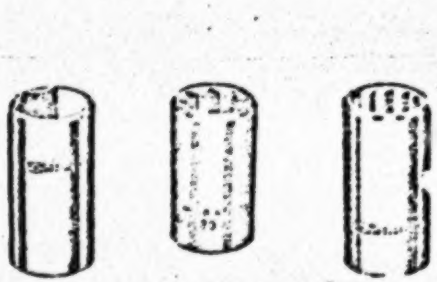
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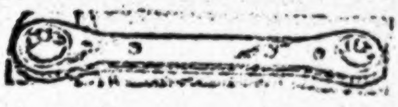
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LESSON XI

A. Structure - Describing People

1. Initiate the lesson by asking the students to describe other students in the class by asking:

   Who is he?
   What is he like?

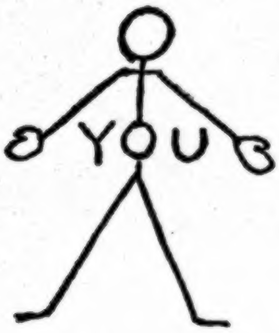
2. Put these structures on the board and ask the questions:

   Is he _______________? Yes, he is _______________.
   tall, short, fat, thin, ugly,
   handsome, young, old, No, he is not _____________.
   pretty, interesting, boring

3. Put the following words on one side of the board in a vertical line. Practice the pronunciation.

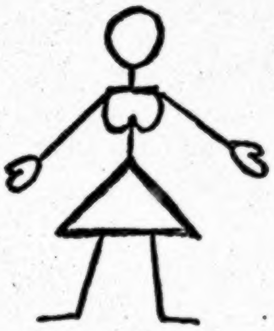
   man, woman, girl, boy, husband, wife, father, mother, parents, brother, sister, children, son, daughter, aunt, uncle, cousin, nephew, niece, grandfather, grandmother.

4. a. Draw a stick figure in the middle of the board with you written on it



   b. Draw a line from the figure to the word man, saying, "This is you. You are a man."

c. Draw another stick figure next to the first one like this:



d. Draw a line from this figure to the word woman, saying, "This is a woman." Have the class repeat this several times. Now draw a line from the same figure to the word wife, saying "This is a woman, she is your wife." (esposa)

5. Write the following structures on the board and ask each student:

What is your wife's name?	My wife's name is ________
What is she like?	She is ________________

6. Ask each student to briefly describe his wife with the vocabulary from Lesson X.

7. Draw a line from the male figure to the word husband, explaining you are her husband. Below the two figures draw two or more figures. Draw a line from the husband and wife to the smaller figures saying:

These are your children.
(sus hijos)

Practice the pronunciation by asking and having them respond:

Are these your children?	Yes, they are my ________
Who is the oldest? youngest	______ is the oldest youngest

8. Draw a line from the male to the word boy and the word boy and the word son saying:

He is a boy.
He is your son.

Draw a line from the first figures to the words father and mother saying:

You are his father.
She is his mother.

9. Repeat for the daughter.

She is a girl.
She is your daughter
(hija)

10. Structure - DO YOU HAVE? Write the following structures on the board and ask the students:

Do you have a son?	Yes, I have a (1-5)______________(s).
(¿ Tiene Vd. ?) a daughter	No, I don't have a______________.
What is his her name.?	His name is____________________.
What is he like? she	He is____________________________. Her
Who is the oldest? youngest	The oldest is__________________. youngest
(¿ Quien es el mayor /menor?)	

11. Draw two figures above the originals and draw lines from these to the words father and mother, explaining this is your father and your mother; they are your parents.
(padres)

12. Draw figures on both sides of the two originals to explain the words brother, sister, aunt, uncle and cousins

13. Practice these concepts with the students by pointing to the drawings and asking:

Who is he?	He is my________________
Who is she?	She is my________________
What is he like?	He is____________________
What is he like?	He is______________________
	She

14. In-Laws

a. Explain that in-law is used to refer to any member of his wife's family in relation to him and vice versa.

b. Practice these structures and reinforce the concept by using the stick figures.

He is my wife's____________and he is my________in law.
sister, brother sister, brother
mother, father mother, father

LAB LESSON XI

B. Dialogue

1. Listen to the dialogue as it is read the first time.
2. Repeat after the tape, the second time you hear the dialogue read.

Mike: Hi, George, how are you?

George: I'm fine, Mike. How is your wife, Mary?

Mike: She's fine. Oh, by the way, my sister-in-law is
(a propósito)
visiting us. I want you to meet her.

George: Oh, really? What is she like?
(de veras)

Mike: She's tall, thin, and she has black hair and blue eyes.

George: I don't like tall, thin women. But my cousin, Al, is visiting from New York, he wants to meet some girls from California. Where is she from?

Mike: She's from New York too.

George: What part?

Mike: Albany.

George: My cousin is from Albany too. What's her name?

Mike: Shirley Larson.

George: Al's last name is Larson too. Mike, they can't go out
(appellido)
together.

Mike: Why not?(¿por qué no?)

George: Because Shirley is Al's cousin.

SPECIALIZED VOCABULARY

METAL

Clothing

shop coat
apron
uniform
shoes with steel toe (optional)
etc..

Parts

piece of stock
sheet metal
cold rolled steel
hot rolled steel
angle iron
flat iron
sheet aluminum
round stock
tubing
etc..

Activities

lathe turning
burring
reaming
drilling
annealing
heating
polishing
sawing
measuring
facing
knurling
cutting
grinding
etc..

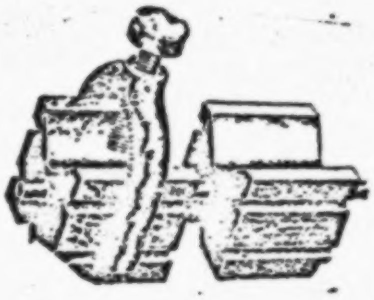
SPECIALIZED VOCABULARY

TOOLS AND MACHINERY

1. V-block
2. Tap and die set
3. Anvil
4. Center gauge
5. Reamer
6. Combination drill and counter sink
7. Screw extractor set
8. Telescoping gauge
9. Depth gauge
10. Tapered shank sleeve
11. Spot welder
12. Soldering and melting pot furnace
13. Jacob's chuck and key
14. Drill drift key
15. Four-jaw independent chuck
16. Right hand tool holder

(not shown)

1. Vertical end mill cutter
2. Three jaw universal chuck
3. Compound angle vise
4. Knurling tool
5. Lathe dog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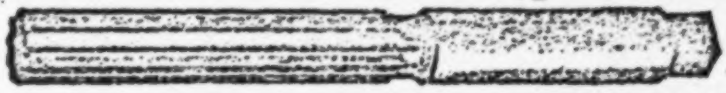
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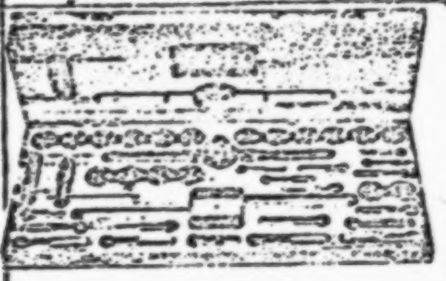
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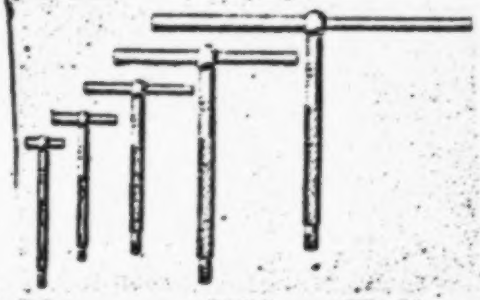
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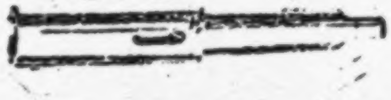
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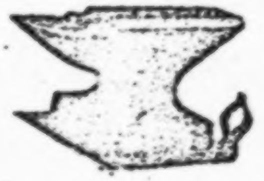
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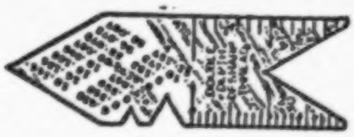
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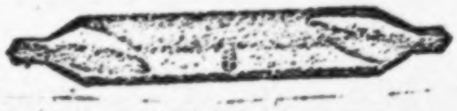
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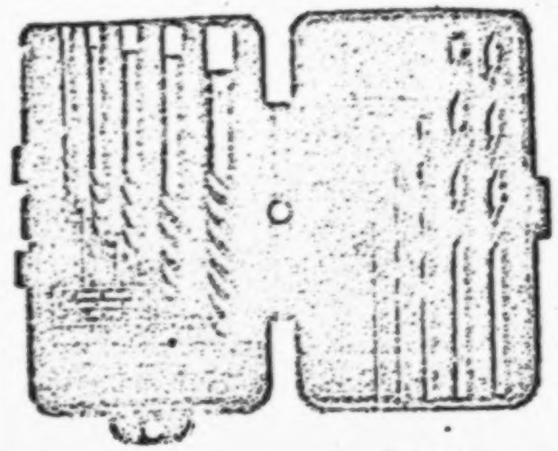
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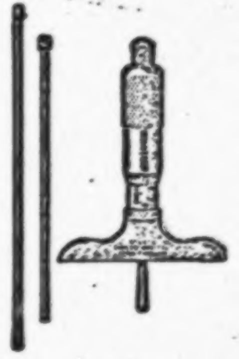
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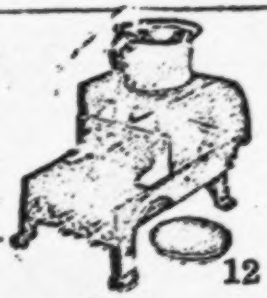
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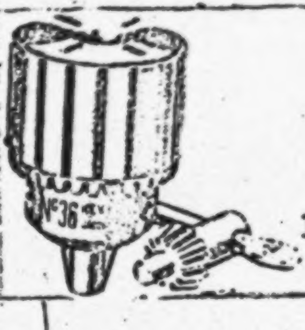

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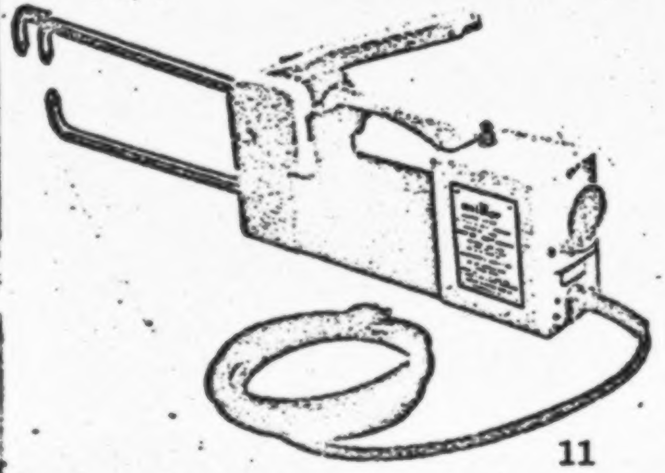
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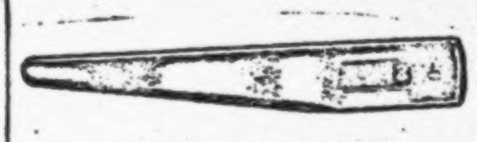
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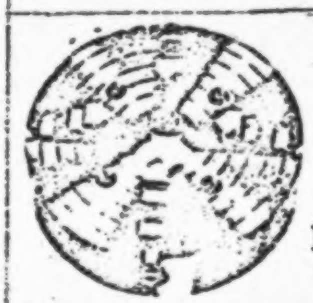
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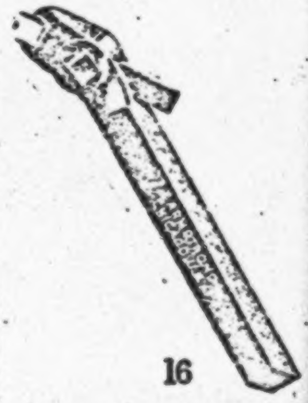
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LESSON XII

A. The verbs TO HAVE and TO DO

1. Review: I WE

YOU

HE THEY
SHE
IT

2. Write TO HAVE (tener) on the board. Explain that in English action words (verbs) in the present tense have only two different forms. The two forms for TO HAVE are HAVE and HAS. Write them on the board next to the infinitive. Explain that the word to before the verb gives the same meaning as the infinitive form in Spanish. (Use random examples in Spanish: hacer, tomar, andar, comer, salir).

Write and practice the following pattern:

I________________(have) WE________________(have)
YOU______________(have)

HE)
SHE)______________(has) THEY______________(have)
IT)

(Practice until the class has dominated the form).

Note that I, you, we and they all use the same form; she and it always ends with an s.

(Explique que la forma TO DO abarca la acción de hacer pero no necesariamente la acción de producir.)

3. Write the verb TO DO (hacer) on the board. Practice and drill the verb in the above structure.

4. TO DO as an interrogative.

Write the following structure on the board. Explain that TO DO is always used in asking a question except with TO BE.

Do you____________________? Yes, I____________.
they eat drink (verb)
we (comer) (beber)
sleep talk No, I do not__________.
(dormir (hablar) we (don't)
they

Does he____________________? Yes, he____________.
she ear, drink, sleep she
it, talk it

Does he____________________? Yes, he____________.
she
it
No, he)
she) does not
it) doesn't__________.

5. Practice the following words with the above structures:

a) work (trabajar)
study (estudiar)
rest (descansar)
write (escribir)
go to bed (acostarse)
see (ver)
buy (comprar)
run (correr)
eat (comer)
give (dar)
sit (sentarse)
walk (caminar)
understand (comprender)
make (hacer)
live (vivir)
go, goes (ir)
get up (levantarse)

b) add(sumar, añadir)
offer (ofrecer)
tie (atar, amarrar)
wait (esperar)
guard (cuidar)
act (actuar)
sail(navegar)
pull(jalar)
make (hacer)
grow (crecer)
decide (decidir)
sell (vender)
measure (medir)
plan (planear)
guide (guiar)
call(llamar)
send (enviar)
enjoy (gozar)
appear (aparecer)
hurt(lastimar)

6. Rapidly drill each individual student until all can easily use the structure.

I
We ______________________________ He ____________________ s.
You She
They It

7. Practice the following questions. Explain that these questions request an explanation of an action or activity.

What do you do?
(Que hace Vd.?)

What do you do ______________________________
at work- (en el trabajo)
at home-(en casa)
in school- (en la escuela)
in the morning
in the afternoon
at night- (por la noche)

I ____________________.
work, rest, sleep,
study, get up, eat,
go to bed, eat lunch,
eat breakfast, go to worl
come home, eat dinner.

What does he do? ______________________________
she
It

He ____________________ s.
She
It

B. Adverbs

1. Explain that these words describe an action and in their correct form they usually end in ly like the ending "mente" in Spanish. But like "mente" the ly words are replaced by simpler forms in everyday speech. (Practice the pronunciation of the following words.)

Correct	Vernacular
El trabaja fuertemente	El trabaja duro. (he works harc
well (bien)	good
much (mucho)	a lot
correctly(correctamente)	right
incorrectly (incorrectamente)	loud
loudly (fuertemente sonido) (explain)	nice
nicely (bien) (explain)	

2. Write the following structures on the board.

Do you __________ __________?
(verb) (adverb)

Yes, I __________ __________.
we (verb) (adverb)
they

No, I do not __________ __________.
we (don't)
they

Does he __________ __________?
she
it

Yes, He ________s __________.
she
it

No, he does not __________ __________
she (doesn't)
it

Practice until the students have mastered the structure and the adverbs in the vocabulary.

LAB LESSON XII

A. Repeat the correct form of the verb TO HAVE after you hear each of the following pronouns and listen for the correct answer.

(Repita la forma correcta del verbo TO HAVE que corresponda a los pronombres siguientes:

I
you
he
she
they
we
it
he
we
they
you
she
you
it
she
I

Repeat the exercise with the verb TO DO. (Repita el ejercicio con el verbo TO DO.)

B. Substitute exercise:

(See Lab Lesson VII for instructions.)

Question Patterns:

1. Do you eat breakfast?
(he)
2. Does he eat breakfast?
(bread)
3. Does he eat bread?
(they)
4. Do they eat bread?
(buy)
5. Do they buy bread?
(have)
6. Do they have bread?
(money)
7. Do they have money?
(he)
8. Does he have money?
(she)
9. Does she have money?
(car)
10. Does she have a car?

11. John has a wrench.
(they)
12. They have a wrench.
(pliers)
13. They have pliers.
(he)
14. He has pliers.
(job)
15. He has a job.
(does)
16. He does a job.
(well)
17. He does a job well.
(they)
18. They do a job well.
(study a lot)
19. They study a lot.
(he)
20. He studies a lot.

21. They eat a lot.

22. He did it wrong.
(they)
23. They did it wrong.

24. She writes correctly.
(they)
25. They write correctly.

C. Dialogue (see previous lesson for instructions)

Bill: Hey John, do you have a crescent-wrench?
(oye)
John: No, I don't, but I have a pipe-wrench. Do you want it?

Bill: No, I have a special job and I have to use a crescent-wrench. Does Frank have one?

John: It's possible. What kind of a job is it?

Bill: I'm going to adjust Mr. Schmidt's band-saw, he has a new one and he doesn't understand it.

John: I have some wrenches in my truck, do you want to use them?

Bill: Are they metric wrenches?

John: No, they're standard wrenches.

Bill: I can't use them.

John: Why not?

Bill: Because Mr. Schmidt only uses German equipment so I have to use metric wrenches to adjust his band-saw.

John: Here, I have something you can use.

Bill: What is that?

John: A Japanese hair-pin.

SPECIALIZED VOCABULARY

WOOD

Clothing

shop coat
coveralls
uniform
safety glasses
gloves
etc..

Parts and vocabulary

plywood
oak
pine
chestnut
maple
mahogany
pecan
birch
ash
cedar

(vocabulary)
height
width
length
inch
foot
feet
warning "Do not use machine"
layout
etc..

Activities

sawing
cutting
ripping

nailing
rubbing
sanding
polishing
painting
measuring
shaping
planning
sweeping
etc..

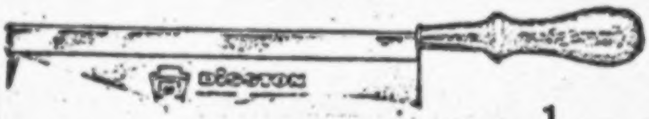
SPECIALIZED VOCABULARY

TOOLS AND MACHINES

1. Dove tail saw
2. Nail Set
3. Automatic drill
4. Back saw
5. Portable disk sander
6. Portable circular saw
7. Surface planner
8. Jig or Scroll saw
9. Circular saw
10. Wood-turning lathe

(not shown)

1. Jack plane
2. Disk sander
3. Wood shaper
4. Jointer
5. Radial Arm saw
6. Band saw



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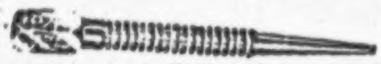

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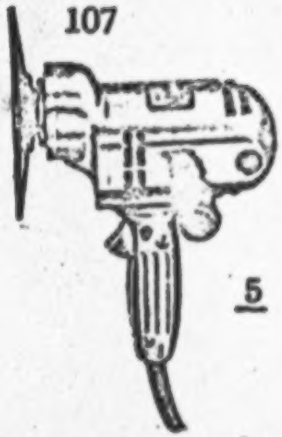

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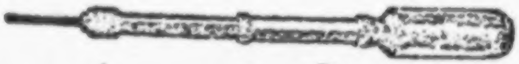

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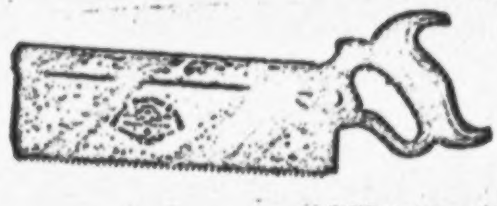

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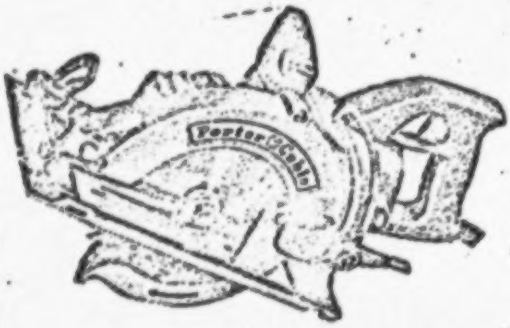
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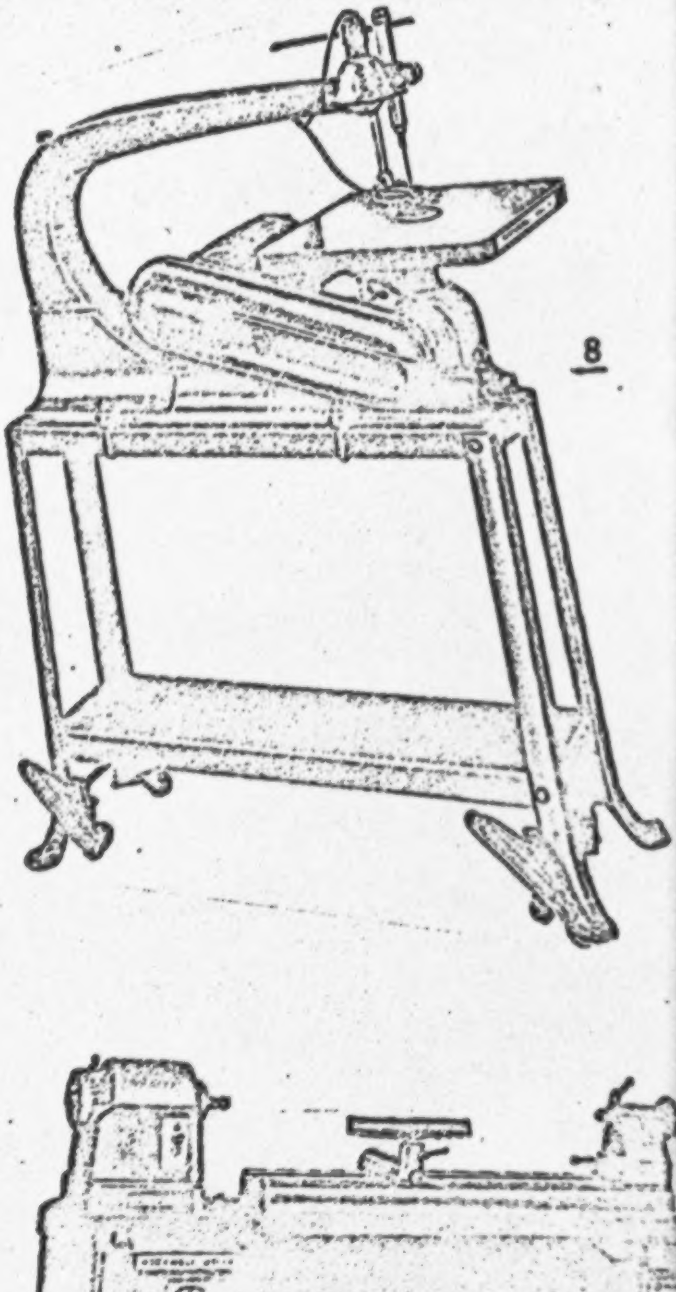

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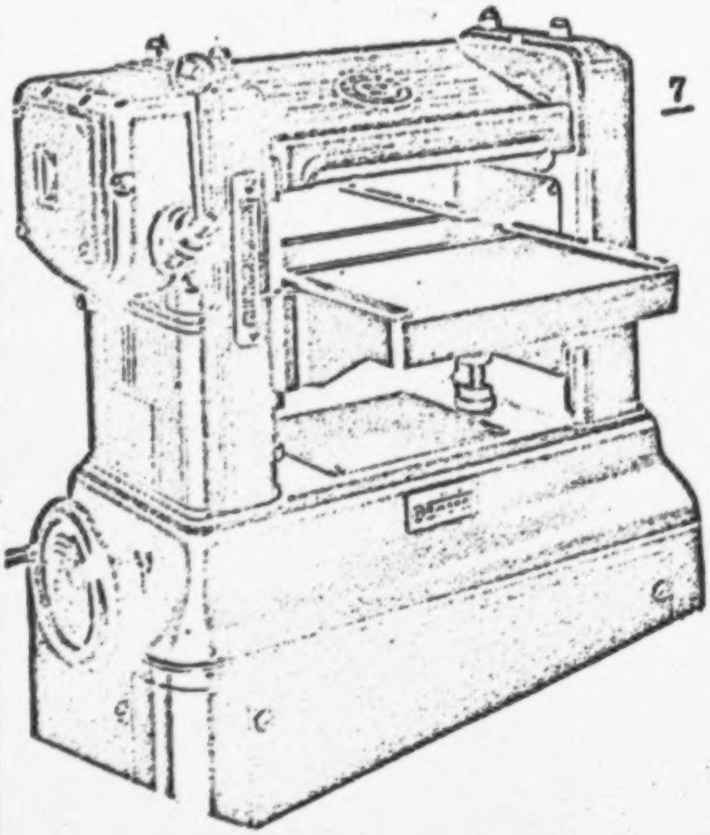

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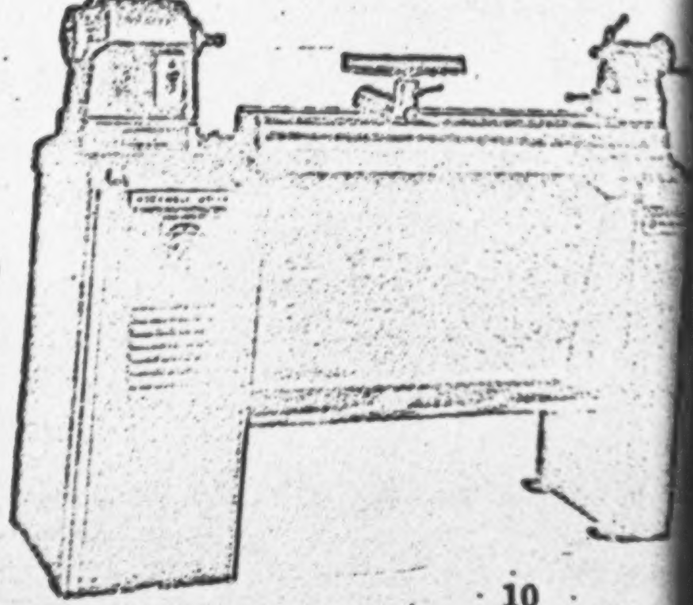

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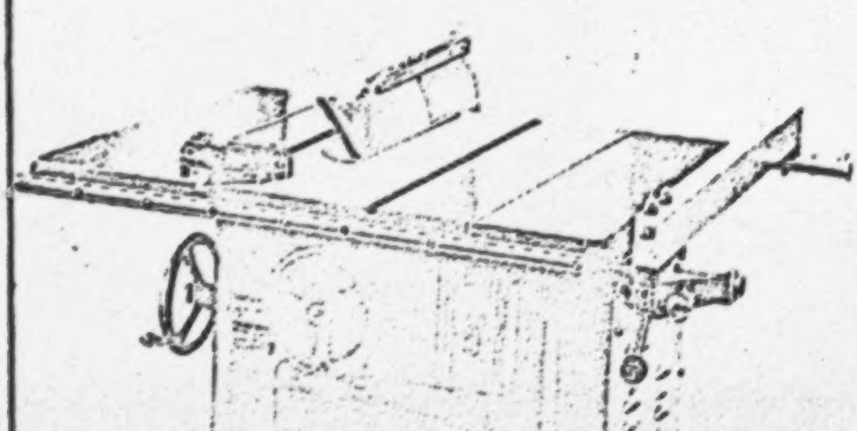


9

LESSON XIII

A. Interrogatives - WHAT, WHEN, WHERE, HOW, WHY with the verb TO DO

1. Practice the pronunciation of the following interrogatives:

what	when	where	how	why
(qué?)	(cuándo?)	(dónde?)	(cómo?)	(por qué?)

Explain that each of these words asks for a specific explanation about an action or a thing.

2. a. Write the following structure on the board.

____________ do you ______________?

When — work, eat, sleep,
Where — read, etc.
How
Why

Explain that each word requires a different response.

3. b. Practice the corresponding response structure with each word using the above interrogative structure.

a. WHEN

I __________________ in the morning.
work, sleep, eat, etc. — in the afternoon.
in the evening.
at night.

b. WHERE

I __________________ at home.
eat, sleep, read, etc. — at work.
etc.

in a ____________.
my

c. HOW - This form requires an explanation of procedure. There are several ways to respond to the question:

1. Qualitative requires a response about quality.

How does he__________? He__________fine, well,
work, works, good, etc.
read, etc. reads, etc.
speak speak

2. Functional requires an explanation or description of a process or function.

How does this work? This works by__________.

How do you__________? I__________by__________.
we
I
they

d. WHY - This form requires an explanation of motive or intent and often follows this structural pattern:

Why do you__________? I__________because__________.
(porque)

e. WHAT - This form requires the identification of an object or purpose.

1. What do you__________ __________? I__________with__________.
(With) work with
(For) eat for I__________for__________.
(see Sec. B 2)

2. Practice the question:

What do you do__________?
at home, at work,
in the shop, etc.

3. Practice the above structures with: I, we, they, he, she, it

LESSON XIII

B. Prepositions - TO, WITH, OF, IN, ON, FOR, ABOVE, OVER, UNDER, AROUND, FROM

1. Practice the pronunciation of the following prepositions:

to	with	of	in	on –
(a)	(con)	(de)	(en, dentro)	

Demonstrate the difference between the words in and on.

for	above	over	under	around	from
(por, para)	(sobre)	(encima de)	(debajo de)	(alrededor)	(desde)

2. Position - Explain that when asking questions the grammatically correct position is before the pronoun, i.e. With whom are you going? However, the most commonly practiced position is that of terminating the sentence with the preposition and is the position that will be practiced in this lesson, i.e. Who are you going with?

3. Write the following structural patterns on the board:

Where are you going (to)?	I'm going to__________.
Where are you from?	I'm from__________.
Who are you with?	I am with__________.

What do you________ with?	I________ with________.
eat, sit, study, etc. — on, in, over, under	on, in

What do you____________ with this?

mix, put, wrap, etc.

in
on
over
under
around
above

LESSON XIII

C. Time - hours, minutes, seconds

Material: A clock with moveable hands.

1. Practice the following pronunciations:

hour	minute	o'clock	midnight	midday
(hora)	(minuto)		(media noche)	(medio día)

noon-time	thirty	half	quarter
	(treinta)	(media)	(cuarto)

2. Write the following patterns on the board. (Start with exact hours)

What time is it?
It is____________o'clock.
It is______________
5:30, 8:20, 6:45, etc.

What time is it? (after the hour) (antes la hora)
It is____minutes past______o'clock
It is half past______or_____:30.
It is a quarter past_____or_____:15.

What time is it? (before the hour) (despues de la hora)
It is a quarter to(til)___________.
It is______minutes to_________.
(Faltan_____minutos para las_____).

LAB - LESSON XIII

A. Listen to the following sentences and answer the corresponding questions. Listen to the tape for the correct answer.

1. Bill Martin is a plumber.

2. He works on Monday, Tuesday, and Wednesday at a factory. On Thursday and Friday he works at his brother's shop.

   A. What is Bill Martin?
   B. When does he work?
   C. Where does he work?

3. Charlie Snyder is a mechanic.

4. He works at the Chevrolet Garage.

5. He works on Chevrolets because he likes them.

   A. What is Charlie Snyder?
   B. Why does he work on Chevrolets?
   C. Where does he work?

6. Jack Hdt is a machinist, he is a good worker. He works at a factory. He goes to work in a public bus.

   A. What is Jack Halt?
   B. How does he work?
   C. Where does he work?
   D. How does he get to work?

7. Mike Jordan is a carpenter. He works in a cabinet shop in La Mesa, every morning. In the afternoon, he works with his brother.

   A. Where does Mike Jordan work?
   B. When does he work?
   C. Where does he work in the afternoon?

8. Pete Larsen works in a metal shop. He does a very good job. His foreman likes him very much.

   A. Where does Pete Larsen work?
   B. How does his foreman like him?
   C. What kind of a job is he doing?

9. Robert Pickett works for Tony Davis in the airport. They repair airplane engines from Monday through Friday.

   A. Who does Robert Pickett work for?
   B. Where does Robert Pickett work?
   C. What days do they work?

10. Tom Jensen is a welder. He works in a shop inside the Naval Base. He goes to work in his pick-up truck.

    A. What does Tom Jensen do?
    B. Where does he work?
    C. How does he get to work?

B. Prepositions-Listen to the following sentences and answer the corresponding questions. Listen to the tape for the correct answer.

1. Dave Conley works at a welding shop.

2. He goes to work with Art Jensen, the shop accountant.

3. Dave works in the shop.

4. Art works in the office.

   A. Where does Dave Conley work?
   B. Who does he go to work with?
   C. Where does Dave work?
   D. Where does Art work?

5. Dave works for the foreman.

6. Art works for the manager.

   A. Who does Dave work for?
   B. Who does Art work for?

7. Dave is working on a project for the city.

8. Art is working on the books for the shop.

   A. What is Dave working on?
   B. What is Art working on?

9. Dave is from Arizona.

10. Art is from California.

   A. Where is Dave from?
   B. Where is Art from?

C. Dialogue:

1. Listen carefully.
   (Escuche con cuidado.)

2. Repeat what you hear.
   (Repita lo que Vd. oye.)

Salesman:	Can I help you? (¿En qué le puedo servir?)
Charlie:	I'm a mechanic at the "Chevy" garage. I want to order a fuel pump and a carburetor.
Salesman:	Who do you work for?
Charlie:	For Ed Simpson, you know, "Simple Simpson, the buyer's sucker", I work in the Repair Department.
Salesman:	What is the re-sale number?

Charlie: I don't know. Can I use your phone to call the shop?

Salesman: What for?

Charlie: For the re-sale number.

Salesman: Yeah, go ahead.

Charlie: (on the phone) Hello, George? What's our re-sale number. .... Ask Sam for it. .... Who's he talking with? The Bureau of Internal Revenue! Why? Oh, we don't have a re-sale number anymore. Good-bye
(ya no tenemos)
George.
(to salesman:) I don't have a re-sale number.

Salesman: I see, do you still want the merchandise?
(todavía)

Charlie: No, I don't.

Salesman: Okay, give me 10 cents for the phone call.

LESSON XIV

A. (Present Participle) - ING endings for verbs

1. Explain that ING endings on verbs have the same effect as putting ando and iendo on verbs in Spanish, and that the verb TO BE is used with this form as estar is used in Spanish. (i. e. hablar, hablando)

2. Practice adding ING to the following verbs. Explain that the e is dropped before adding ING and that an extra t is added to verbs that end in t, as well as with n.

sleep
cut (t)
work
sit (t)

get (t)
mak (e)
let (t)
read

see
study
writ (e)
rid (e)

liv (e)
understand
run (n)
buy

3. Write the following structures on the board and practice:

Are you______________ing? Yes, I'm____________________ing
we
they
No, I'm not________________ing.
(Practice all pronouns)

Is he________________ing? Yes, he) is________________ing.
she)
No, it) is not____________ing

What are you doing? I am_____________________ing.
(¿Qué hace Vd.)
(Use other pronouns with this question).

LESSON XIV

B. More prepositions.

1. Review the prepositions in Lesson XIII and introduce the following prepositions:

without	into	behind	in front of
(sin)	(en)	(detras de)	(delante de)

beside	inside	underneath
(al lado de)	(dentro de)	(debajo de)

2. Write the following structures on the board one by one and practice questions and answers.

a. WITH

Are you with your______? Yes, I am with_______.
we friends
they brother No, I'm not with_______.
our family
their father
wife, etc.

Is he with his__________?
she her
it its

Are you________ing with_______? Yes, I'm_____ing with_____.
live John No, I'm not_____ing with___.
stay Mary
eat your aunt
work, etc. etc.

LESSON XIV

WITH

Do you____with_____? Yes, I____with_____.
we live
they work
No, I don't_____with_____.
eat
ride

Does he______with____?
she
it

b. IN

Are you in a________? Yes, I'm in a______.
school
building
No, I'm not in a _____.
house
church(iglesia)
hospital
store
shop
car
bus, etc.

Are you______ing in a_____? Yes, I'm _____ing a_____.
(above verbs)
No, I'm not____ing in a____.

Do you_____in a______? Yes, I___in a_____.
ride car
work store
sleep, etc. bed
shop

LESSON XIV

c. FOR

Are you_____ing for______? Yes, I'm______ing for_____.
work money No, I'm not____ing for_____.
wait experience
look(buscar) a good job
hope(esperar)

Do you____for______? Yes, I_____for______.
(above verbs) No, I don't______for_____.

d. TO

Are you_____ing to_____? Yes, I'm_____to______.
go the store
No, I'm not_____to_______.
try get a job
(tratar de) make money
hope

Do you_____to________? Yes, I______to______.
No, I don't_____to______.

e. FROM(desde)

Are you _________ing from______? Yes, I'm____ing from____.
call(llamar) San Diego No, I'm not___ing from_____.
come Los Angeles
write

Are you_________ing from_______to____? Yes, I'm __ing from__to__.
go S.D. L.A.
travel

Are you____ing______from_____? Yes, I'm____ing___from____.
buy wood the
get steel store No, I'm not___ing___from___.
take bricks

Do you_____from______? Yes, I___from_____.
No, I don't_____from_____.

FROM (continued)

Do you____from___to____? Yes, I___from___to___
No, I don't___from___to___

Do you____ _____from____? Yes, I__ ___from____.
(verb) (noun) (noun)
buy boats Japan

f. INTO

Use with the verb to go. Explain the concept of going into as opposed to being in or inside.

Are you going into the_______? Yes, I'm going into the___.
No, I'm not going into the____.
building
shop

(Practice other pronouns with the above structure.)

3. Practice using the preposition IN with the following structure.

Where are______? They are in the______.
you, they

Where is_______? He is______the______.
She
It
(Practice Where is_? structure with prepositions listed below)

4. Prepositions of location or position.

Are you___________the________? Yes, I am___the____.
we behind building
they in front of car
beside house

Are you________the_____? Yes, I am____the____.
inside school
in shop
on
underneath
above
over
under

Is he__________the________?
she behind
it in front of
etc.

5. Direct Objects of Prepositions

a. Practice the following direct objects. Point out their relationship with the corresponding subject pronouns as follows:

I - ME (me) We - US

You - YOU (le, lo, la) You - YOU

He - HIM (el)
She - HER (ella) They - THEM

b. Explain that when someone does something to someone else these forms are used for the person who receives the action.

Examples

I am talking to him.

He is looking at me.

She is going with us.

LESSON XIV

I buy from them.

I am looking for you.

(Practice Section B 2 (except B 2 e.) using preposition structures with the object pronouns.)

LAB - LESSON XIV

A. add -ing- to the following words and say them aloud. They are pronounced on the tape.

sleep
make
type
read
go
add
listen
ask
live
stand
laugh
visit
buy
see
travel
come
cry
talk
take
sit
play
work
adjust
follow

B. Listen to the following phrases and answer the corresponding questions. Listen to the tape for correct questions.

1. George is living with his uncle behind a service station in San Diego.

2. He works with his cousin in the service station.

3. His cousin works in the garage and George works outside.

A, Who does George live with?

B. Where does he live?

C. Who does he work with?

D. Where does his cousin work?

E. Where does George work?

4. Chuck (Charles) works for United Industries Co. in Los Angeles.

5. He works in the Maintenance Department.

6. He goes to work in his pick-up truck.

7. A. Who does Chuck work for?
   B. Where is United Industries Co. ?
   C. What department does he work in?
   D. What does he go to work in?

7. Dick Garcia is a carpenter and he buys his material from Mason Lumber Company.

8. He goes to work at 8:00 a.m. every day.

9. He travels from San Diego to El Cajon every day. to work at his shop.

A. Who is Dick Garcia?

B. Where does he buy his material?

C. What time does he go to work?

D. What route does he travel to get from his home to work every day?

10. Dick takes his tools with him every day.

11. He works with George Olsen and sometimes he leaves his tools with him. (a veces)

12. Dick knows Bill and Gary Martin and sometimes he works for them.

A. What does Dick take with him every day?

B. Who does he work with?

C. Who does he leave his tools with?

13. Henry Small works with Dick Gonzales

14. Henry likes to work with him, because he learns a lot from him.

A. Who does Henry Small work with?

B. Does he like to work with him?

C. Why does he like to work with him?

LAB - LESSON XIV

C. Dialogue:

Dick: What time are you going to work, Henry?

Henry: At 7:30. Do you want to go with me?

Dick: Yes, please, I'm going downtown to a special job.

Henry: I'm going to Market Street, We have a job with
(tenemos)
Jones Construction Company.

Dick: Who are you working with?

Henry: I'm working with Southern Electric Company. They
(estoy trabajando)
have a contract to do all of the wiring in the new building.

Dick: That's funny. I'm working with Northern Electric
(es extraño eso)
Company and they have a contract to do the wiring
in the new building.

Henry: Don't worry, We probably have different directions.
(no te preocupes)

LESSON XV

A. The verbs CAN, LIKE, WANT, and WILL

1. Explain that the verb CAN (to be able) means the same as poder and only has one form in the present tense - CAN.

2. Practice it with all pronouns, asking individual students to repeat the verb with the pronouns I, you, we, they, he, she and it.

3. Write the following structures on the board and practice them by filling in the appropriate verbs in the spaces. Explain that in the response the second verb is not essential, but should be used for practice.

Can you____________________? Yes, I can__________.
we drive a car (manejar) we
they lift this (levantar) they
he operate this machine he
she fix this she
it pay the bill it
go to the store
NO, I cannot__________.
can't

4. Introduce the pronunciation of TO LIKE (gustar) and TO WANT (querer).

a. Put the following structures on the board:

Do you like____(noun)____? Yes, I like__________.
(¿Le gusta?) coffee, milk
beer, work No, I don't like________.
chicken (pollo)

Does he like______________? Yes, he likes__________.
she
NO, he doesn't like_____.

LESSON XV

Do you want____(noun)____?	Yes I want____________.
a glass of beer	
a cup of coffee	No, I don't want______.

Introduce:	some	a few	a little	any
	(algo de)	(pocos)	(un poco)	

and use them in the following structures:

Does he want ____________?	Yes, he wants__________.
she	she
	No, he doesn't want________.

b. Ask the following questions.

What do they like?	I like________________.
What does he (she) like?	He (she) likes____________.
What do you want?	I want________________.
What does he (she) want?	He (she) wants_________.
How do you like_________?	
(¿Como le gusta?)	

Add the word TO to the structure on the board from Section B. to look like this:

Do you like to__(verb)____?	Yes, I__________to_________.
Does he like to__(verb)____?	No, I don't_______to________.
Do you want to__(verb)____?	
Does he want to__(verb)____?	

Explain that another way of saying "Do you want to" is: Will you_______________? Practice the following structure:

Will you________________?	Yes, I will______________.
he	No, I will not____________.
she	No, I won't______________.
they	
we	(Practice won't)

LESSON XV

B. Future Tense

1. The future tense is expressed with the verb WILL

2. Practice the pronunciation for the following future time concepts:

tomorrow (mañana)	the day after tomorrow (pasado mañana)

next:	week (semana)	in a:	few days (pocos días)
(proximo)	month (mes)	(dentro de)	week (una semana)
	year (año)		month (un mes)
			year (un año)

3. Practice the following structure:

Will you __(verb)__ ____________? Yes, I will_____ _____.
eat, read tomorrow I'll
sleep, work the day after
tomorrow No, I will not___ ____.
next week, etc. won't

(Practice this structure with all pronouns)

4. Ask the following questions:

What will you do__________________?
(¿Que hará Vd.?) tomorrow, etc.

(Practice this structure with all pronouns)

5. Explain that the verb TO GO can be used in the same way as ir a is used in Spanish to refer to a future action. Practice the following structure:

Are you going to __(verb)__? Yes, I'm going to_________.
No, I'm not going to ______.

LAB - LESSON XV

A. Answer Yes I can _______ to the following questions. Listen to the tape for the right answers.

1. Can you drive a car?
2. Can you do the work?
3. Can you fix the motor?
4. Can you cut the wire?
5. Can you adjust the valves?

    1. Repeat the same exercise with "He" and answer no to the questions and listen to the tape for the correct answer.

    2. Repeat the same exercises by changing the verb can to the verb will. Practice both positive and negative patterns.

B. Answer yes to the following questions. Listen to the tape for the correct answer.

Do you like coffee?

Do you like milk?

Do you like Mr. Moore?

Do you like the color?

Do you like this car?

1. Repeat the exercise and answer no to all of the questions.
2. Repeat the same exercise, substituting he for you.

LESSON XV

C. Dialogue

Harry: John, can you fix this ladder?

John: Yes, I can but I won't do it now, because I don't have time. Will you come back tomorrow?
(regresar)

Harry: No, I need the ladder now.

John: I'm sorry. I can't help you.

Harry: Where can I go to fix the ladder?

John: Go to George Harris, he fixes ladders.

Harry: I don't like his work. He's very sloppy.

John: Do you want to wait until tomorrow?

Harry: I guess I'll have to, whether I like it or not.

LESSON XVI

A. TO THINK, TO KNOW, TO BE SURE

1. TO THINK - Practice the pronunciation of TO THINK (creer, pensar) with all personal pronouns. Explain that when one uses the verb TO THINK in a question, statement or response, he expresses a non-committal opinion or requests a non-committal answer to his question or statement based on his belief.

   a. Write the following structures on the board; think of questions and ask the students to response.

   Is Bill going to San Diego? I think Bill is going__________.
   I don't think Bill is going__________.

   I think so. (Yo creo que sí.)
   I don't think so. (Creo que no.)

   b. Add the interrogative structure for TO THINK on the board.

   Do you think that____________? Yes, I think that__________.
   No, I don't think that_______.

   c. Practice the following structure explaining that it requests an opinion on a certain subject:

   What do you think about______________? I think that___________.
   high taxes, etc. (Creo que)

2. TO KNOW - Practice the pronunciation of TO KNOW with all pronouns. Explain that this verb expresses both conocer y saber.

   a. Do you know______________? Yes I know_____________.
   (¿Conoce usted al Sr.?)Jones, No, I don't know___________.
   etc.

LESSON XVI

Do you know __________ is?
(¿Sabe usted?) what, he
who, she
it

Yes, I know __________ is.
No, I don't know __________ is.

Does he know ______________?
she
it

Who knows ____________?

I know ____________.
We
They

Who knows if (si) ___________?
(¿Quién sabe?) they are going,
it is true, etc.

He knows ____________.
She

b. Practice I don't know as a negative answer to any question.

2. TO BE SURE (estar seguro) - Practice asking questions with the following structure:

Is Tom going tonight?

Yes, I'm sure _______________.
I'm not sure _______________.

B. Quantities and Measures

1. Numerical

a. Put ten tally marks on the board and write 10 next to the marks. Put the following structure on the board.

How many marks are there?
(¿Cuántas hay?)

There are ___________ marks.

b. Subtract one or two marks and drill the structure. Continue adding and subtracting until the students have mastered the numerical aspects of quantities. Substitute nouns for the tally marks, i.e. people, wrenches, shoes, etc.

LESSON XVI

2. Volume

a. Explain that in English we make a difference between the numerical quantity and the volume quantity to ask about volume quantities. Use the following structure and explain that each question requires an answer that includes an appropriate volume or quantity measurement.

How much____________________is there?
coffee, money, gasoline,
time, flour, sugar, meat,
bread, rope, wood

b. Practice the appropriate volume measures with the following concepts: liquid, solid, weight, linear, distance, pressure, special measures.

1. Liquid (líquido): ounce (oz.) pint (16 oz.) quart (32 oz.)
gallon, glass, cup, bottle, jar, can

How much______________ is there?
milk, cream,
ice cream

There is one ounce.
There are_____ounces of________.
There is a pint of______.
one

How much_________is there?
paint
paint thinner

There are_____pints of _________.

How much_________is there?
milk, paint,
paint thinner
beer, solvent

There is a quart of
one __________.

How much______________is there?
gasoline (gas),
water, kerosene

There is a gallon of
one __________.

Other Liquid Measures:

A ________ of ______________.

glass	milk, water, beer
cup	coffee, tea
bottle	wine, coke,
jar	jelly, olives, pickles
can	oil, beans, nuts
shot	whiskey, gin, vodka

3. Solid Weights (pesos sólidos) (Use same pattern as b. 1.) (write it on the board)

Ounces (oz.) (onzas)
gold
silver

There are ______ ounces of __________.

Pounds (lbs.) (libras)
meat (chicken, beef, lamb, pork)
coffee
flour
sugar

There are _____ lbs. of _____.

Tons (toneladas)
steel, iron, copper
trucks
boats

There are ____ tons of _____.

Practice the following structure using the above vocabulary:

How much does ________ weigh? The ______ weighs _________.
do it
do you
the meat

I weigh ____________ lbs.

4. Linear

Structure: How much _____ is there?
many ______ are ______?

LESSON XVI

Inches (pulgadas)
string How many ________of_______are there?
inches (noun)
feet
acres
yards
square feet
cubic feet

Feet (pies)
rope
string
wood(lumber)

There are ______of_________.
(all questions dealing with linear measures are answered with this response structure)

Yards (yardas)
material
cloth
cotton, wool, canvas

Acres (acre),
land
property

Square Foot (pie cuadrado) practice plural of foot-feet.
property
building space
room
material, carpet, lumber

Cubic Feet (pies cúbicos)
gas
water

5. Distance

How much distance is there between ______________and ____________?

It is _____feet to __________.
yards (from __to___.)
miles

There are __________feet, etc.

6. Pressure (presión)

How much pressure is there?

There are _____lbs. of pressure.

gas
oxygen
acetylene
air
oil
steam
water

7. Special Measures
(medidas especiales)

Electricity

How much voltage is there? (amperage)
There are_______volts (amps.)

LAB - LESSON XVI

A. Answer yes to the following questions using to think, to know, or to be sure with the appropriate question:

1. Do you think it will rain tomorrow?
2. Do you know Mr. Moreno?
3. Does George know the address?
4. Are you sure you have the money?
5. Do you think he is home?
6. Do you know how to fix a radio?
7. Are you sure he is home?
8. Do you think the paint is dry?
   (seca)
9. Do you know the road?
10. Are you sure the work is done?

B. Listen to the tape and select the right measure between the two selections. Listen to the tape for the correct answer.

1. There is one gallon of gas.
   (pound)
2. I have two pounds of meat.
   (gallons)
3. We have six pints of bread.
   (loaves)
4. I want a glass of beer.
   (box)
5. There are six tons of paint in my car.
   (gallons)

6. I drink a cup of coffee with breakfast.
(box)
7. General Motors use ten tons of steel an hour.
(gallons)
8. We use three pounds of sugar a week.
(gallons)
9. I need a gallon of gasoline.
(pound)
10. He drinks a quart of milk everyday.
(ton)

C. Listen to the tape and select the right term for the situation.

1. How much money do you have?
(many)
2. How many people are there in San Diego?
(much)
3. How many cars do you have?
(much)
4. How much yards of material do you need?
(many)
5. How many acres do you have on your farm?
(much)
6. How much inches, are there in a foot?
(many)
7. How much pressure do you need to fill a tire?
(many)
8. How many pounds of potatoes do you want?
(much)
9. How much cups of coffee did you drink with him?
(many)

D. Answer Yes,I will________tomorrow, to the following questions. Listen to the tape for the right answers.

1. Will you go to school tomorrow?

2. Will you finish the job tomorrow?

3. Will you be on time tomorrow?

4. Will you see me tomorrow?

5. Will you write this tomorrow?

a. Repeat the exercise and answer no to the questions.
b. Repeat the exercise substituting he for you.

E. Dialogue

Tom: Jim, can you drive a tractor?

Jim: Yeah, I can drive a tractor. Do you want me to drive a tractor for you?

Tom: Yes, I do. I have to pick up some scrap-lumber at
(sobras)
the shop. Will you do the job?

Jim: Yes, I will.

Tom: Will you do it tomorrow?

Jim: Tomorrow? Well, I'm not sure.

Tom: Why not?

Jim: I have to practice a little.
(un poco)

LESSON XVII

A. COMMANDS

1. Demonstrate that the command form of any verb is formed simply by dropping to from the infinitive.

2. Practice making the command forms from the following infinitives.

to sit
(sentarse)

to get (up)
to stand (up)
(levantarse)

to give
(dar)
to look for
(buscar)

to look at
(mirar)

to come here
(venir)

to take
(tomar)
--off--clothes
(quitarse)

to close-----eyes, mouth, door
(cerrar) book, etc.

to open------mouth, door, book
(abrir)

to go
(irse)

to pick---up
(recoger)

to read---out loud
(leer)

to count----numbers
(contar)

to tell-----him to____.
(decir)

to put - - -on
(poner) (ponerse)

Practice in chorus and individually until each student can readily give commands with the above verbs.

3. Request the students to respond to the above commands, using original commands where appropriate.

4. Give infinitive formsto individual students, requesting them to use them, and to give commands to their neighbors, and requesting their neighbors to respond accordingly.

5. Ask students to give commands at random to their neighbors.

6. Introduce and practice the following structures.

PLEASE________________.
command form.

B. SUPERLATIVES

1. Explain that when a person describes an object, experience or person there is always a more pronounced or exaggerated aspect of the descriptive word, (adjective) and will normally fit this pattern: (write it on the board and practice giving the first word and requesting the students to give the superlative form.

______________.	__________er.	the__________est.
small	small	small
tall	tall	tall
short	short	short
large	large	large
smart	smart	smart
wise	wise	wise
cute	cute	cute
slow	slow	slow
young	young	young

LESSON XVII

warm	warm	warm
close	close	close
narrow	narrow	narrow
fast	fast	fast

(double consonants)

big	bigg	bigg
thin	thinn	thinn
fat	fatt	fatt

note y to i change

pretty	pretti	pretti
ugly	ugli	ugli
funny	funni	funni
heavy	heavi	heavi
dry	dri	dri
busy	busi	busi
homely	homeli	homeli
friendly	friendli	friendli
clumsy	clumsi	clumsi

2. Explain that some words do not follow the above pattern and are irregular or need the irregular supplement of more or the most.

a. Irregular

bad	worse	worst
good	better	the best
(bueno)	(mejor)	(el mejor)
some	more	the most
(algo)	(mas)	(lo mas)
a little	less	the least
(poco)	(menos)	(lo menos)

b. Any participle used as an adjective will follow this pattern:

It is more__________.
It is less____________.
expensive
difficult
complicated

The most____________.
The least____________.

(Any adjective ending in________ed.)

3. Using objects selected for comparison, i.e. tools or any other appropriate objects selected by instructor. Write on the board and practice the following structures:

a. Is this______er than this? Yes, that is______er than that.
(use adjectives that already practiced)
Is this more______ed than this? Yes, it is more___ed.
less
No, it is not more___ed.
less

b.	**Is the_____ ______er than** **the screw__________?** **screw-driver**	**Yes, the____is_____er than the____.** **No, the___is not____er than the___.**
c.	**Which is the______est,** **(cual)** **the______or the_____?**	**The____is the_____est.**
d.	**Who is the_______est?** **(Quien)**	**_____is the________est.**
e.	**What_________ ________er?** **which (verb) hard** **who works**	**Tom____ ______er.** **(verb) hard** **works**
f.	**What_____the______est?** **(verb)** **works.**	**The______ _____the_____est.** **(noun) verb**
g.	**What is the most_______?** **which least_____ed?** **who**	**________is the most______ed.**

¿Cuál es el más_________?)
(¿Quién es el menos_____ado?)

C. THE BODY

1. General CHART I

Write on the board and introduce the following body parts using the following structure:
This is the________________.

head, neck, shoulder, chest, stomach, back, gut, groin, arm, elbow, hand, finger, leg, thigh, knee, shin, ankle, foot, toe, etc.

Ask students____________

What is this?	**That is the_________.** **a**

LESSON XVII

2. Specific__________________CHART II

a. head

face (cara, rostro)

hair

forehead

eye eyebrow----eyelashes

nose

mouth--lips tooth---teeth---tongue

ears

cheek

jaw

chin

throat

b. hand---palm---thumb

finger--index, middle, etc.

finger-nail

finger-print little finger

joint

c. foot

ankle

arch

ball

toe--big toe, little toe, etc.

toenail

d. MALE - FEMALE

Terminology left to instructors' discretions but cannot be overlooked for obvious reasons.

3. Related illnesses etc. Practice pronunciation of ache (S) (dolor)

hurt (s)	sting(s)	burn(s)	sore
(duele)	(picada)	(quemada, ardor)	(adolorido)

Explain that certain parts of the body have maladies that are generally considered particular to that part of the body.

a. ACHE

Does your _________ ache? Yes, my ______ aches.
No, my _____ doesn't ache.

head
ear
tooth
stomach
back

Do you have a _________ ache?
Does he have a ________ ache?
head

b. HURT

Does your__________hurt? Yes, my_____hurts.
(almost any part of the
body that is injured.)

(¿Le duele el__________?) No, my______doesn't hurt.

c. SORE

Is your_______________sore? No, my____isn't sore.
(neck, arm, leg, etc.)

d. STING

Does your___________sting? Yes, my______stings.
(anything related to the skin) No, my_____doesn't sting.
Do your eyes sting?

Does __________sting?
(any outside source-
alcohol, iodine, etc.)

e. BURN

There are two types of burns that we refer to: a toxic or chemical burn and mechanical by fire or a hot object.

1. Chemical (is used to refer to something in the body that gives a burning sensation on its own accord or from irratation. i.e. (Do your eyes burn?)

Does your_________________burn?
stomach, tongue

Do your eyes burn?

2. Mechanical burns. The part of the body becomes the direct object rather than the subjects unless passive voice is used.

Did you burn your__________? Yes, I burned my____.

No, I didn't burn my____.

3. Is your_________burned? Yes, my____is burned.

Note: The result of a burn is often a blister. (ampolla)

f. Other types of injuries usually caused from outside sources.

1. cut bruise bump scratch

Did you_______your______? Yes, I____my_____.
cut, bruise, bump, scratch

2. Bones are usually broken or fractured.

Did you_______your arm?
break leg, foot, etc.

3. Joints are often sprained.

Repeat the above exercises with all subject pronouns.

Did you sprain your__________?
finger
ankle
wrist

LAB - LESSON XVIII

A. Superlatives.

1. When you hear the model phrase, John is______, answer
rich
John is rich, but I'm richer.

Pattern for exercises:

John is_________, but I'm_________er. Listen to the tape for the correct answer.

1. John is tall.
2. John is short.
3. John is big.
4. John is thin.
5. John is fat.
6. John is happy.
7. John is ugly.
8. John is rich.
9. John is kind.
10. John is good.
11. John is bad.

2. Using the same sentences as models use the superlative in the following pattern:
i.e. John is tall, but I am taller and Sam is the tallest.

The pattern is:
John is________but I am______er and Sam is the_________est.
Listen to the tape for the right answers.
1. John is tall. (Same as 1., etc.)

LAB - LESSON XVII

B. Identifying the parts of the body.
Name the parts of the body when you hear the corresponding number. Listen to the tape for the correct answer.

1. Chart I General Body.

   1-------25

2. Chart II Specific chart
   Head, hands, feet.

C. Dialogue:

Bill: I want to buy a tall ladder, for my store. Do you have any?

Salesman: I have this ladder, Is it tall enough?

Bill: No, I need a taller ladder than that.

Salesman: How about this one? It's the tallest ladder I have.

Bill: No, it's not quite tall enough (no es bastante alta)

Salesman: Why don't you go to Harry's Hardware? He has some tall ladders, but you will probably be back.

Bill: Why?

Salesman: Because his ladders are taller and his prices are higher.

CHART I

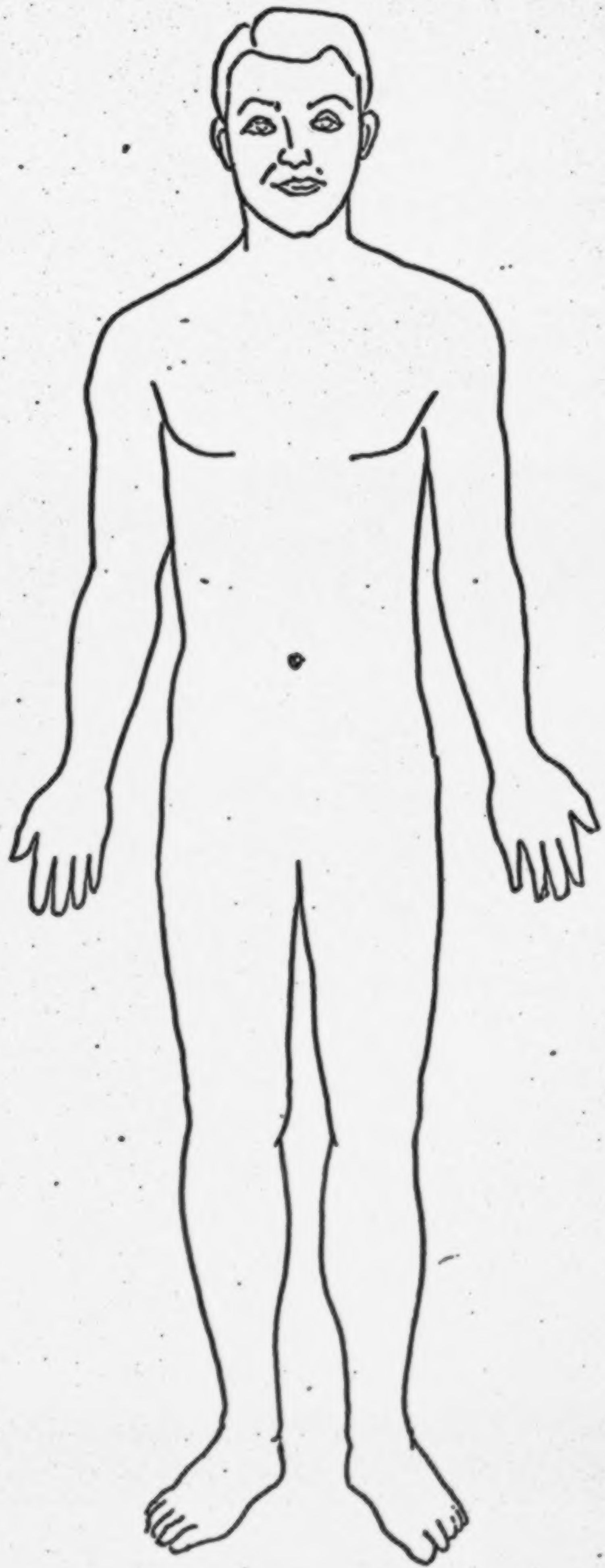
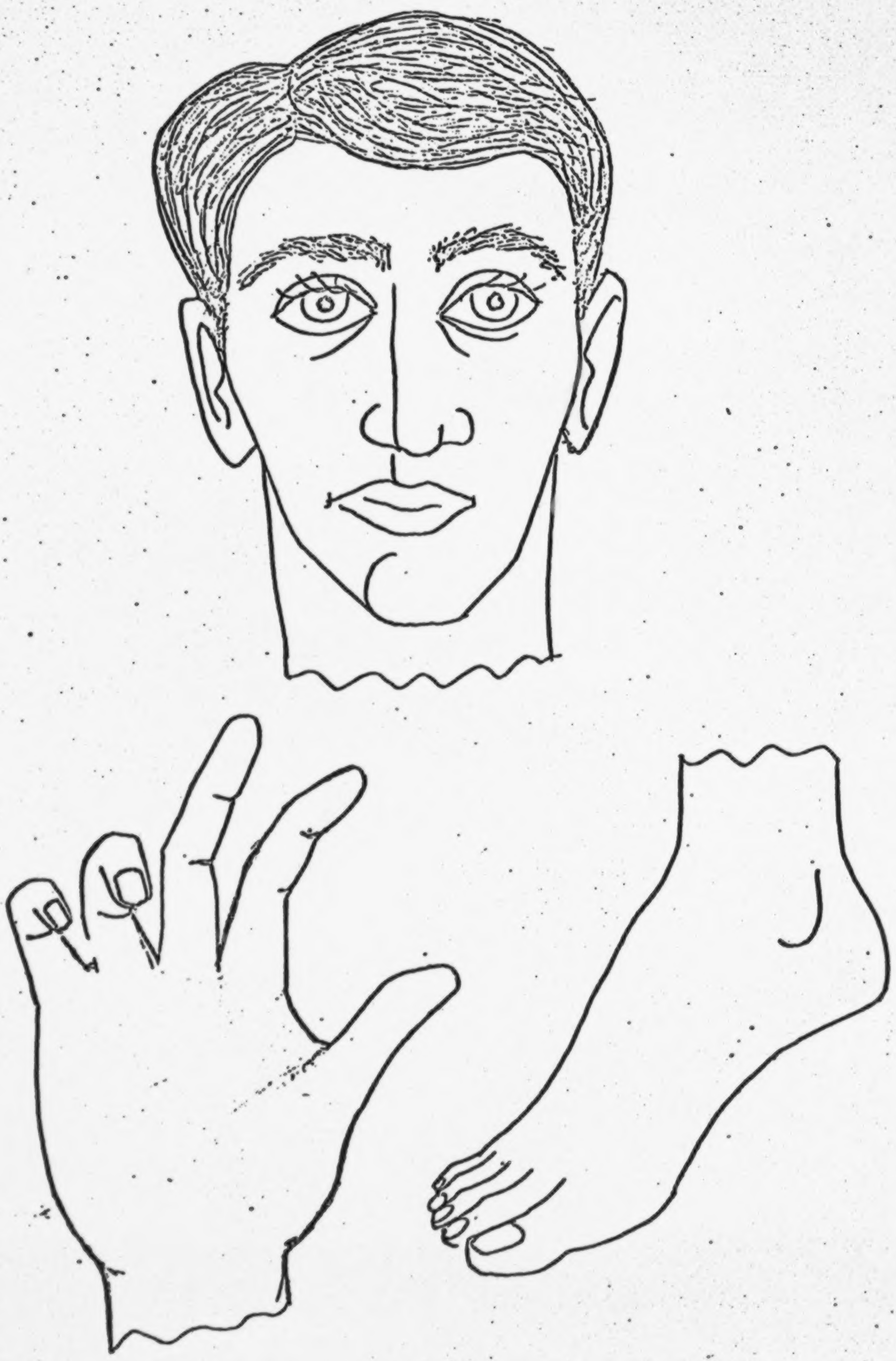


CHART II



LESSON XVIII

A. Direct and Indirect (object pronouns)

Direct

1. Review Lesson XIV, Section B. 2. f. direct objects of a preposition.

I'm talking to him.
He is looking at me.
She is going with us.
I buy from them.
I'm looking at you.

2. Practice the following structures, using the appropriate direct object pronouns. Write the following structures on the board.

Does it________you?
hurt
cost
bother
him
her
it
them
us

Yes, it________s me.
hurt
cost
bother
him
her
it
them
us

No, it doesn't________me.
hurt
cost
bother
him
her
it
them
us

Do you __________me?
like
see
want
him
her
it
them
us

(Drill the structures having students insert different verbs and object pronouns.)

LESSON XVIII

Indirect

1. Practice the following structures:

Do you________me___________?

pay	him	money
give	her	food
get	it	a job
send	them	material
find	us	

Yes, I_________you______________.

pay	him	money
give	her	food
get	it	a job
send	them	material
find	us	

Does___ _____me___________?

(noun)(verb)	you
	her
	him
	it
	them
	us

Will you____________me____________?

bring	her	a bottle
fix	him	box
prepare	it	tool
make	us	some

Are you going to_____________me_____________?

Practice the above structures with all pronouns.

2. Practice the following structure, inserting the appropriate object pronouns in the structure.

Did you_______it to__________? Yes, I__it_____.

give	from	me	me
pay	for	him	him
lend		her	her
send		them	them
buy			

No, I didn't___it____ ____.

to
from

Does he_______________?

Use all sub. pronouns with thisstructure.

C. Introduction to simple past tense.

1. Review Lesson VI: What day was yesterday, etc.

2. Practice forming the simple past tense by adding____ed to the following verbs.

a. Add ED.

walk
repair
open
repeat

paint
work
add
visit
answer

play
pound
paint
attend
live
cook

wash
change
need
happen
move
dart

talk
adjust
hate
owe
rain
smell

hammer
fix
count
listen
arrange

b. DOUBLE CONSONANTS.

submit
transfer

commit
defer

fit
refer

net
concur

pet
plan

dot
occur

trot
remit

c. T SOUND FOR ED.

equip
ship
drop
ask
cash
push
pass
notice
watch
wash

possess
like
park
mash
map
finish
wish
look
work
stop

3. Ask students to make a statement about what they did yesterday by using one of the above verbs and following this structure.

Yesterday, I____ed (to the store).
walk etc.

4. Introduce the question: Have them respond with the above structure.

What did you do________________? Yesterday, I____ed.
yesterday
the day before
last week
last month
last year

LAB - LESSON XVIII

A. Form the simple past tense of the following verbs by adding ED.

1. walk wash hammer equip
2. repair change fix ship
3. repeat need count drop
4. open happen listen ask
5. play move arrange push
6. paint dart smell notice
7. add talk rain watch
8. visit adjust submit wash
9. answer hate fit look
10. pound owe refer stop

B. Substitute the following words in the appropriate place in the following sentences: Make the necessary changes in object pronouns as you insert the words.

1. Bill Smith took the money with him.
Ana Martin
2. Ana Martin took the money with her.
to me
3. Ana Martin took the money to me.
gave
4. Ana Martin gave the money to me.
tools
5. Ana Martin gave the tools to me.
fixed for
6. Ana Martin fixed the tools for me.
George Harris bought
7. George Harris bought the tools for me.
from
8. George Harris bought the tools from me.
you
9. George Harris bought the tools from you.
I
10. I bought the tools from you.

LAB - LESSON XVIII

C. Dialogue:

Henry: Did you paint Mrs. Franklin's house for her?

Mike: Yes, I painted her house for her. But she didn't pay me much money.

Henry: How much did she pay you? Tom Hansen painted her garage and she paid him a lot of money.

Mike: I have to admit she cooked lunch and dinner for me and she treated me very well. She served me coffee and cookies all afternoon.

Henry: You have no big complaint---What's wrong with you?

Mike: I'm upset because I'm on a diet and I gained eight pounds because I worked there.

LESSON XIX

A. Past tense: continued

1. Review:

Question	Answer
What did you do yesterday?	I __________ed ______________.
(¿Que hizo Vd. ________?)	yesterday
the day before yesterday	the day before
last week	last week
last month	last month
last year	last year
etc..	etc..

2. Introduce:

How long ago did you__________?	I___________ed ______________.
paint	minutes
walk	hours
wash	days
need	weeks ago
fix	months
repair	years
How many years ago did you _______?	I________ed________years ago.
	a few

Practice this structure with all subject pronouns.

B. Irregular Past tense (simple vowel change within the word.)

1. Practice the following irregular verbs in the structures practiced in Section A. Practice each section by chorus repetition and then by repeating the present tense and having students give past tense.

LESSON XIX

a.

pay (pagar)	paid	lead (conducir)	led
lay (poner)	laid	read (leer)	read (se pronuncia red)
say (decir)	said (se pronuncia sed)	spread (extender)	spread
feed (dar de comer)	fed	shed	shed
		speed	sped

b. Some irregular verbs form the past tense by making a simple vowel or vowel sound change.

1. change to a

eat (comer)	ate	spit	spat
ring	rang	come	came
swim	swam	sit	sat
see	saw	begin	began
give	gave	sing	sung
drink	drank	become	became

2. change to e or ea

know	knew	grow	grew
meet	met	draw	drew
feed	fed	read	read (red)
speed	sped	spread	spread
throw	threw	lead	led

3. change to o, ou, or oo

		ea changes to o	
drive	drove		
shine	shone		
shoot	shot	speak	spoke
get	got	tear	tore
raise	rose	break	broke

win	won	wear	wore
write	wrote	steal	stole
wake	woke	lose	lost
ou		oo	
bind	bound	take	took
find	found	shake	shook
grind	ground		

4. change to u

hang	hung
stick	stuck

c. Some verbs use the same form:

bet
cut
hit
shed
put
quit
set
split
let
slit

Drill the above irregular forms at random by rapidly repeating present tense to individual students requesting them to repeat the corresponding past tenses until students have mastered them.

2. Introduce the following structures for practice with regular and irregular past tense forms.

When did you __________?
verb

I ________ed ________________.
irreg.)
yesterday
last week
last year
____hours ago
____days ago
etc., use time sequences learned in section A.

Where did you_________?

I__________in ________________.
(past tense) at

How did you __________?

I__________by________________.
(past tense)

Why did you___________?

I___________because I ____________.
wanted to

LAB-LESSON XIX

A. Give the past tense of the following verbs as you hear them on the tape. Listen to the tape for the correct pronunciation:

finish
move
make
paint
fix
do
grind
come
cut
grow
swim
give
drive
throw
get
break
drink
meet
lead
quit
win
hammer
scratch
find
eat
see
pay
feed
know
raise

B. Answer yes the first time you hear the following questions. Answer no the second time the questions are repeated. Listen to the tape for the correct answer:

1. Did you finish the job early?

Yes, I finished the job early.
No, I didn't finish the job early.

2. Did Mr. Allen pay the bill?

Yes, ____________________.
No, ____________________.

3. Did you start the business last year?

Yes, ________________________.
No, ________________________.

4. Did they eat dinner last night?

Yes, ________________________.
No, ________________________.

5. Did you drink coffee this morning?

Yes, ________________________.
No, ________________________.

6. Did you get the job?

Yes, ______________.
No, ______________.

7. Did they fix the car this morning?

Yes, ______________________.
No, ______________________.

8. Did you drive to San Francisco last year?

Yes, ______________________________.
No, ______________________________.

9. Did she find a new hat?

Yes, __________________.
No, __________________.

10. Did you clean the floor last night?

Yes, _________________________.
No, _________________________.

C. Dialogue:

Jim: Last year I drove to Las Vegas and my car broke down in the desert. That was a bad experience.

Sam: Did you like Las Vegas? I had a good time when I went there two years ago.

Jim: Yes, I liked it. But I lost a lot of money.

Sam: Did you lose it gambling?

Jim: No, I lost my wallet during a show.

Sam: How did you do that?

Jim: It fell out of my pocket when I left the building.

Sam: Did you know you lost it?

Jim: No, I didn't notice it until the next day.

Sam: It took you that long to find out?

Jim: Yes, I didn't notice until I needed money to buy some aspirin for my headache.

LESSON XX

A. Irregular verbs in simple past (continued) vowel and consonant changes. Irregular without established pattern to be practiced using the same patterns and procedure as in Lesson XIX.

1.> ent, ept

a.> ent

spend	spent
bend	bent
send	sent
mean	meant

b.> ept

keep	kept
sweep	swept
weep	wept

2. aught and ought

buy	bought
fight	fought
think	thought
catch	caught
bring	brought
seek	sought
teach	taught

3. Verbs that follow no pattern

a.

make	made
go	went
can	could
have	had
leave	left
do	did

Practice all structures used in Lesson XIX with all above irregular verbs.

b. Note that to be is the only verb that has two forms in the simple past: was and were.

1. Review: What day was yesterday?

   Write was on the board.

2. Practice using these subject pronouns with writing them on the board next to the word.

   I, he, she, it

   Practice singular, demonstrative this, that

   Write WERE on the board, and practice the following subject pronouns with the word

   you, we, they

4. Write the following structures on the board and practice them with the verb to be:

a.

Were you	(noun)	(time) ?	Yes, I was in ___
	here	last year	noun
	there	yesterday	___.
	in L.A.	an hour ago	time
	in the park		

Was ___	___	___ ?
he	here	last year
she	there	yesterday
it	in L.A.	an hour ago
	in the park	

b.

Where were you	___ ?
we	yesterday
they	last week
	an hour ago
	a day ago
	at ___ o'clock

c.

Where was he	___ ?
she	yesterday
it	last week
I	an hour ago
	a day ago
	at ___ o'clock

d. Where were you when __________? I was ___ when ___.
they I was there
we I called

e. When was the ______________?
class
program
party
etc.

f. How was ___________? The _____ was ______.
the show
the class
it
the weather

Was it _____________?
good
bad
O.K.

5. Introduce the structure:

Did you ever ____________? Yes, I _______ ________ __________
he go to New York (verb) once yesterday
she see him twice last week
it talk to him, etc. three times etc.
a few times

(______ o'Vd. el ____ alguna vez?) No, I never did ______.
i.e. (Escucho Vd. alguna vez el disco?)

6. Ask students questions about things they did in the past, returning to the appropriate structure, regular or irregular. Repeat drill if students persist in making errors.

7. Introduce a more complex structure with after and then.
despues entonces

What did you do after ________? After ______ I ________.
he the party he
she work she
you left
I saw you

Explain that if more than one action was completed, the actions can be connected in the sentence with then, and then.

LESSON XX

Have them respond to the above structure or the following structures:

What did you do__________? __________, I__________.
yesterday Yesterday
last night etc.
etc.

What did you do at__________? I______ at__________.
work work
the shop
home
the party
the store

Use them to introduce more than one action in the past. Using the following structures:

Yesterday, I__________________ then __________________
last night went to the store I went home
last week ate dinner I visited my aunt
two days ago
etc.

or: the more complex structure with more actions.

Yesterday I__________ then__________ and then I__________.
verb verb

or:

Yesterday I______ and, after that I__________.

After describing an action ask a question using the following structure:

And then what did you do? Then I______________.
(Entonces que hizo Vd.?)

Have students give oral descriptions of things that happened in the past, requesting students to ask each other questions about past actions.

LAB - LESSON XX

A. Give the past tense of the following verbs as you hear them in the tape. Listen to the tape for the correct answers.

spend
bend
send
mean
keep
sweep
weep

buy
fight
think
catch
bring
seek
teach

make
go
can
have
leave

B. Answer yes the first time you hear the following questions. Answer no the second time the questions are repeated. Listen to the tape for the correct answer:

1. Were you in Los Angeles yesterday?
Yes, I was in Los Angeles yesterday.
No, I wasn't in Los Angeles yesterday.

2. Was Jim here yesterday?
Yes, ____________________
No, ____________________

3. Was the dinner good?
Yes, ________________
No, ________________

4. Did you ever go to New York?
Yes, ______________________
No, ______________________

5. Did he go home after work?
Yes, ______________________
No, ______________________

6. Did you get to work on time?
Yes, ______________________
No, ______________________

7. Did you buy a new truck?
Yes, ____________________
No, ____________________

8. Did they sweep the floor?
Yes, __________________
No, __________________

9. Did you make a lot of money yesterday?
Yes, ______________________________
No, ______________________________

10. Did she have a good time last night?
Yes, ___________________________
No, ___________________________

C. Dialogue

George: Did you ever work with Southern Plumbing contractors?

Mike: Yes, I worked for them for two years. But, I didn't like it. The foreman, Hank Johnson, was hard to get along with.(era muy antipático).

George: I knew Hank. He seemed like a nice guy. What was wrong with him? I thought he was a good man to work for.

Mike: He wasn't fair to me (a mí). He kept trying to get my money (insistió en quitarme el dinero).

George: That's strange. What did you do?

Mike: I borrowed $100.00 from him.

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George: Did you ever pay it back?

Mike: No, it wasn't important.

George: Why don't you pay it back?

Mike: Oh, that was a long time ago.

George: Well, it's your business.....

Mike: Say George, will you loan me $50.00 until pay-day?

Name

School

Family history:

Disposition:

1. Date

Signature

2. Date

Signature

LESSON XXI

A. IMPERFECT TENSE

1. Review present participle: Lesson XIV
(write on the board)

Are you__________ing? Yes, I am______ing.
etc. he is
etc.

What are you doing? I am__________ing.

2. Review: WAS and WERE.

Review: Yesterday, the day before yesterday, last week, last month, last year, _______days ago, weeks, etc.

Add dates in the past to the above structure and substitute was and were for the present tense.

a. Were you__________ing yesterday? Yes, I was_____ing
(last week) yesterday. etc.
etc.

Was he_____ing yesterday ? Yes, he was___ing
etc. yesterday
etc.

1. Were you sleeping last night?
(¿Estabas durmiendo anoche?)

b. After students have responded to the above questions use the following structure:

1. What were you doing yesterday? Yesterday, I was____ing.

What was he doing yesterday? Yesterday he was____ing.
she
it or
He was______ing yesterday.

3. Review adverbs: Lesson XII sec.B.

Question	Answer
How was he______ing yesterday?	Yesterday he was____ing______.
she look	(time) she (adverb)
it do	it
work	
perform	
act	

4. Weather in the past.
Drill the following structures in the Imperfect Past.

1. What was the weather like yesterday? It was a_____day yesterday.
or: How was the weather yesterday?
nice
foggy
windy
cloudy
rainy

Question	Answer
Did it____________yesterday?	No, yesterday it was not________ing.
rain	Yes, it________ed yesterday.
etc.	

5. Review the simple past briefly with these structures: Lesson XIX .

Question	Answer
Did you___________?	Yes, I____________.
	No, I didn't________.

6. Imperfect and simple past used in the same sentence.

Question	Answer
Were you______ing when I______ed?	Yes, I was____ing when you____ed.
eat regular	
sleep irregular	
work	

Was he______ing when I______ed? He was___ing when you____ed.
she
it

What were you doing when_________? I was_____ing when______ed.
I saw you
etc.
that happened
(research)

7. Used to. Explain that this concept describes an action that was habitually performed during a certain time and might still be performed.

Drill the following structure to practice the concept of Used to.

a. What did you do when__________? When I____I used to___.
you worked there — worked there
were a child — was a child
etc. — etc.

What did he do when___________? When he___he used to___.
she — she
it — it

Introduce: Always, never, hardly ever.
Note: Always is optional in positive statement and gives emphasis to the habitual act.

b. When you were_______did you used to_______?
they — they

Yes, when I was____I used to____.
No, when I was___I didn't____.

I didn't_______.
never did
(nunca)
hardly ever

When he was________,
did he used to________?
she
it

Yes, he used to when he was____.

No, he didn't when he was_____.
she never
it hardly ever

Use the above structure with all subject pronouns.

8. Time in the Simple Past:

a. What time was it when______ed? It was____o'clock when_____.

b. What_____was it when______ed? It was_____when______ed.
day
week
month
year

c. When was it that___________? It was____o'clock when_____.
(¿Cuándo fue que) you arrived
it happened
etc.

LAB - LESSON XXI

A. Answer yes to the following questions the first time you hear them on tape. Answer no the second time you hear the questions. Listen to the tape for the correct answer.
(translate)

1. Were you eating when I called?

Yes, I was eating when you called.
No, I wasn't eating when you called.

2. Was she sleeping when the phone rang?

Yes, ________________________.
No, ________________________.

3. Were they working at 3 o'clock?

Yes, ____________________.
No, ____________________.

4. Were you welding yesterday?

Yes, ________________.

No, ________________.

5. Was George cleaning the shop this morning?

Yes, ________________.
No, ________________.

6. Was Susan fixing her hair when you saw her?

Yes, __________________.
No, __________________.

7. Was it raining when you arrived?

Yes, _______________.
No, _______________.

8. Did you used to go to bed early when you were a child?

Yes, _______________.
No, _______________.

9. Did you spend a lot of money when you were working?

Yes, _______________.
No , _______________.

10. Did you used to work hard when you lived in San Pedro?

Yes, _______________.
No, _______________.

B. Substitution Exercise.

Substitute the words you hear in the appropriate places in the sentences, and with the correct forms.

1. I used to work at the shipyard.
he
2. He used to work at the shipyard.
United Plastics
3. He used to work at United Plastics.
was working
4. He was working at United Plastics.
I
5. I was working at United Plastics.
You
6. You were working at United Plastics.
in the shipyard.

7. You were working in the shipyard.
standing

8. You were standing in the shipyard.
She

9. She was standing in the shipyard.
garden

10. She was standing in the garden.
digging

11. She was digging in the garden.
they

12. They were digging in the garden.
street

13. They were digging in the street.
laying concrete

14. They were laying concrete in the street.
the company

15. The company was laying concrete in the street.

C. Dialogue:

Boss: What time did you come to work today, Frank?

Frank: I came to work at 8:00 o'clock on the dot.

Boss: What was happening when you came to work at 8:00 o'clock?

Frank: Oh, everybody was working as usual, sir.

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Boss: O.K., what was your crew doing this morning?

Frank: Oh, they were working as usual, sir.

Boss: Where were they working at 8:00 o'clock this morning?

Frank: I think they were working the west wing of the building.

Boss: Do you know what happened in the west-wing at 8:15?

Frank: I think so, sir.

Boss: Well, look at the west wing. What do you see?

Frank: It's all burned up, sir.

Boss: Where were you when this happened, Frank?

Frank: Oh - uh - I was changing a tire. I was just a little late.

LESSON XXII

A. PERFECT TENSE.

1. Review the verb TO HAVE. Present perfect.

I
you have
we
they

he
she has
it

2. Practice making participles of the following verbs by adding ED.

add
aid
ban
cash
cook

finish
paint
practice
complain

type
print
measure
explain

look
walk
talk
wash

3. Drill the following structure explaining that the concept gives an immediacy to the action having been done in the present. (yo he hablado.)

a. Have you ______ed? Yes, I have ________ed.

No, I haven't ______ed.

b. Has he ________ed? Yes, he has ________ed.
she
it

No, he has not ______ed.
she
it

4. Practice making participles of the following verbs by adding N or EN to them. Explain double consonants.

fall
eat
beat
take
shake
give

write (tt)
forgot (tt)
hide (dd)
ride (dd)
forbid (dd)

drop e from en with these five.
grow n
know n
unknow n
blow n
sow n

LESSON XXII

Introduce the words ever, already, yet:
(siempre) (ya) (todavía)
(alguna vez)

Practice the structures from #3 adding ever, already and yet.

a.	Have you ______en? I we they	Yes, I have______en. No, I haven't_____en. (yet)
	Have you ever_____en? (Ha_____Vd. alguna vez?)	Yes, I ____________ once. (simple past) twice three etc.
		No, I have never______ed.
		No, I haven't______ed yet.
	Have you______en yet? (Ha________ado Vd. ya.) ido (Ya ha_____ado Vd.?) ido	Yes, I've already______en. No, I haven't_______en yet.
	Have you already_____?	(Emphasize use of already and yet in affirmative and negative responses.)

b. Explain that these two forms ask essentially the same question and require the same response.

Has he_______en? she it	Yes, he has_________en. she it
	No, he has not____en yet. she it
Has he ever_______en? she it	Yes, he ________________ she (simple past) once it twice etc.
	No, he never has ______en. she it

No, he hasn't________en yet.
she
it

c. Has he______en yet?
she
it

Yes, he has already_____en.
she
it

No, he hasn't________en yet.
she
it

d. Has he already___en?
she
it

Yes, he has already_____en.
she
it

6. Present perfect with superlatives; Review superlatives (Lesson XVII if necessary.)

a. Is the _____the_____ est
most
you have ever_________?

Yes, this is the _____est I
have ever_________en.
ed.

b. Is this the ______est you
have ever________ed.
en.

Yes, this is the_____est I
have ever___________.

c. What is the _____est_____
noun
you have ever________en?
ed.

The______est _____I have
noun
ever seen is the________.

B. IRREGULAR PARTICIPLES:

1. Most verbs that are irregular in the past tense have the same form in the participle. These following have the same form in the simple past and the participle and are listed in the simple past.

bred
brought
built
burned
(burnt)
burst
bought
caught
clung
cost

crept
cut
dealt
fed
felt
fought
found
ground
hung
had

heard
hit
held
hurt
kept
laid
led
leaned
learned
left

lent
let
lighted, lit
lost
made
meant
met
mow
paid
put
quit
read
said
sought
sold
sent
set
sew
shav
shone
shot
shred
shut
sat
slept
slid
slit
speeded, sped
spell
spent
spill
spit
split
spoil
spread
stood
stuck
struck
strung
sweat
swept
swung
taught
told
thought
understood
wept
wetted, wet
won
wound
withheld
withstood
wrung

Practice the above participles with the auxiliary to HAVE at random until students manage them without difficulty.

2. Certain verbs have special forms for the participle the most important of which come from the verb to be, to go and to do.
been gone done

The others are as follows:

break-broken
choose-chosen
come-come
do-done
draw-drawn
fly-flown
freeze-frozen
get-gotten
give-given
go-gone
grow-grown
hide-hidden
ride-ridden
ring-rung
rise-risen
run-run
see-seen
shake-shaken
shrink-shrunk
sing-sung
sink-sunk
speak-spoken
spring-sprung
stole-stolen
stink-stunk
strive-striven
swell-swelled, swollen
swim-swum
tear-torn
throw-thrown
wear-worn
weave-woven
write-written

Drill the above words in the practiced structures for the present perfect. (A. 3, 4, 5.)

3. Write the following structures on the board and drill them with the class: gone---done---been.

a. Where have you gone?	I have gone to __________.
Where've I	I've
they	
Where has he gone?	He has gone to __________.
Where's she	She
it	It
(A donde has ido?)	
b. What have you done?	I have ________en(or irregular)
I	ed
they	
What has he done?	He has done ____________.
What's she	She
it	It

Also practice responses using simple past.

Have you done ________	Yes, I have _____________.
the work	
the job	No, I haven't done _______.
this	
(¿Ha hecho Vd.?)	

LAB LESSON XXII

A. PRACTICE FORMING THE PARTICIPLE WITH THE FOLLOWING WORDS:

Following this pattern:

1. ____________ed.

add
borrow
cook
guard
judge
loan
name
reason
talk
aid
cash
finish
hate
knit (t)
mix
pick
share
wash

2. ____________en.

beat
fall
take
forgot
hide
shake
eat
give
shake
write
ride

3. Irregular

bring
choose
sing
break
speak
go
grow
give
get
see
do
freeze
shake
write
find
rise
draw
mistake

A. ANSWER THE FOLLOWING QUESTIONS, AS ASKED BY THE TAPE, AND RESPOND.

1st positive Yes, ___________ I have ___________.
2nd negative No, ____________ I haven't _________.

1. Have you eaten already?

Yes, I've already eaten.
No, I haven't eaten yet.

2. Have you already spoken to the people?

Yes, ______________ already.
No, ______________ yet.

3. Has she seen the new car?

Yes, ________________.
No, _________________.

4. Have you found a job yet?

Yes, ______________already.
No, ____________n't _______yet.

5. Has he known you for a long time?

Yes, _____________________.
No, ______________________.

6. Have you ever eaten at that restaurant?

Yes, ___________________.
No,___________never_________.

7. Have you been busy?

Yes, I've been busy.
No, I haven't been busy.

8. Has he been happy in San Diego?

Yes, he's been happy in San Diego.
No, he hasn't been happy in San Diego.

9. Have they been in Colorado?

Yes, they've been in Colorado.
No, they haven't been in Colorado.

10, Has she been here a long time?

Yes, she has been here a long time.
No, she hasn't been here long.

C. DIALOGUE

Joe: Harry have you ever gone to San Francisco on the new freeway?

Harry: No, I haven't gone to San Francisco on the new freeway. As a matter of fact, I've never gone to San Francisco by car. I always fly when I go. Have you ever gone by plane?

Joe: No, I've never flown, as a matter of fact I've never been in an airplane. I've thought about taking a flight to San Francisco to see what it's like. Is it expensive to fly?

Harry: It costs more than going by car, but I've saved a lot of time when I've gone by plane.

Joe: I don't care about time. I have always had a lot of time, but
(el tiempo no me importa)
I've never had a lot of money.

Harry: Well, Joe, I've got to go now, I have to be at work at 5:00 o'clock. I haven't arrived late for work in twenty years.

Joe: I usually get to work late, I've always had trouble keeping a job because of it. But I've never worried too much about it.

LESSON XXIII

A. PARTICIPLES USED AS ADJECTIVES.

1. Quickly review present perfect structures at random from Lesson XXII to reinforce participle forms. Explain that descriptive words are formed from action words as they are in Spanish (i.e. Juan ha terminado el trabajo, el trabajo está terminado. Es un trabajo terminado.

2. Practice inserting participles as adjectives in the following structure:

a. The__________ed__________.
finish product
etc.
(research)

b. Plural

The____________ed__________s.
(vocab for reference)

c. Irregulars:

The__________ __________.
swept floor
written letter

d. Irregulars Plural

The__________ __________.
ground valves

3. Question and Answer structures.

a. Is the______ ______ed? Yes, the_______is_______ed.
work finish
No, the____is not being____ed. (yet)

b. Are the________s_______ed? Yes, the_____s are______ed.
No, the_____are not______ed. (yet)
aren't

c. Irregulars (see Lesson XXII sec. B)

Is the_______ _______? Yes the_____is_________.
work done No, the_____is not_______. (yet)
isn't

d. Are the______ ______? Yes, the_____are_______.
molds made No, the______are not______. (yet)
aren't

Use all pronouns with the above structures.

Am I______ed. Are they______ed. etc.

4. Review Lesson IX section A to practice use of adjectives.
Use the following list of infinitives to make adjectives.
(Research vocab. list)
(section 29)

B. PASSIVE VOICE.

1. Explain that the participle is used in this case to describe the state or condition of an object as a result of an action---generally on the part of another object or person. (i.e. La casa está hecha. Hecha de madera. La casa fue construída por Juan.)

2. Write the following structures on the board, inserting appropriate adjectives formed from participles and nouns:

a. Is the______being__________ed? Yes, the____is being_____ed.
work finished No, the____is not being_____ed. (yet)

b. Are the_____s being____ed? Yes, the___are being____ed.
No, the____are not being____ed. (yet)
(aren't)

c. Irregular participles (refer to Lesson XXII sec. B.)

1. Is the_____being_____? Yes, the____is being_____.
work done No, the___is not being____. (yet)
(isn't)

2. Are the_____being____? Yes, the____are being____.
No, the___are not being____. (yet)

3. Practice the following question structures with a varied response in present perfect and passive voice.

a. Who is____ing the_____? Tom is____ing the_______.
do work
make frame The___is being____by______.
John
Bill
them
General Motors

b. Who is____ing the_____s? ____is____ing the______.
(plural)
The___are being____by_____.

4. Write the following structures on the board and practice inserting appropriate participles into the structures:

a. Has the____been_______ed? Yes, the____has been_____ed.
work finish No, the_____has not been____ed. (yet)
motor fixed

(¿ Ha sido____ado el_____?)

b. Have the____s been____ed? Yes, the____s have been____ed.
No, the___s have not been___ed. (yet)
(haven't)

c. Irregular Participles:

1. Has the_____been_____? Yes, the_____has been_____.
work done No, the____has not been____.

2. Have the____been_____? Yes, the____have been____.
molds made No, the___have not been____.

5. Practice the above practiced structures (regular and irregular) with the words already and yet inserted in the appropriate places as follows:

a. Has the_____already been____? Yes, the____have already been
Have _________.
No, the___haven't been____. (yet)

b. Has the_____been_____yet? Yes, the_____has been______.
Have No, the____hasn't been____. (yet)

6. WHEN, WHERE, HOW, WHY, WHO, etc. used in passive voice.

Note 1. Regular and irregular forms of participles should be well practiced at this point therefore special separation of regular and irregular forms will not appear separately.

Note 2. Both present and simple past tenses will be presented with the same structure. Time differences will be noted whenever they appear. The instructor will add time qualification at his discretion.

a. When

When was___ ________? ____________is___on___.
it finished Present tense at

_________ was______at____.
breakfast eaten (time)
last year

b. Where

Where is______ ____? ___is___in_______.
was this made was at

c. How

How is______ ____? ___is_____by_____.
this made was

How is______being____? ___is being___by____.
this made
etc.

d. Why

Why is____ ____? ____is____because_______.
this done to
in order to

e. Who (Practice both simple past and passive voice structures.)

1. Who____ ____? _________ ____ ____.
did this Tom made this
made that Mr. Smith did that
said etc. etc.
etc.

C. REFLEXIVES

1. Introduce the pronunciation of the following reflexive pronouns.

I-myself
you-yourself
he-himself
she-herself
it-itself

we-ourselves
you-yourselves
they-themselves

2. Practice using the above reflexives in the following structures. Practice using all tenses learned to this point:

Practice each preposition with each pronoun.

a.	I______	to______	a.	myself______.
	did it	for		
	said it	by		
		with		
		on		
b.	You		b.	yourself
c.	He		c.	himself
d.	She		d.	herself
e.	It		e.	itself
f.	We		f.	ourselves
g.	They		g.	themselves

3. Practice the following structures with the reflexives.

Do you______________yourself?	Yes, I_____myself.
do the work	
bathe	No, I______myself.
hurt	

Did you________yourself?	Yes, I_____myself:
Have you	
Will you	No, I_____myself.

Does	he______	himself?	Yes,	he______s	himself.
did	she	herself		she	herself.
has	it	itself		it	itself.
will					

Use all tenses learned to this point.

D. Practice the following question and answer structures:

Were you___ ___ ___ Yes, I was___ ___.
participle prep. object participle prep. object
we told by him told by him
they given about the party
hired money(a raise) No, I wasn't___ ___.

(¿Fue Vd. informado por___?)

Was he___ ___? Yes, he was___ ___.
she told by him prep

(¿Fué él, ella, informado por___?)

Was it___ ___? Yes, it was___ ___.
done by him (prep. and object)
made for me No, it wasn't___ ___.

E. IMPERSONAL YOU, THEY. Explain that this form is used to refer to something that is done generally and does not refer to the individual but gives emphasis to the fact that the action is being done.

Practice following structure:

1. You___ ___(one does this)
(Uno hace esto)

2. What do you___? You___ ___.
(¿ Qué hace uno___?) You don't___.

3. They___.
do this
(Se hace esto___)

4. What do they___? They___ ___?
(¿ Qué se hace___?)

LAB LESSON XXIII

A. MAKE ADJECTIVES FROM THE FOLLOWING WORDS BY ADDING ED TO THEM AS YOU HEAR THEM ON THE TAPE. SAY THE PHRASES ALOUD AND THEN LISTEN TO THE CORRECT PRONUNCIATION ON THE TAPE:

1. finish
The____________ed product.

2. twist
The____________ed bolt.

3. paint
The____________ed chair.

4. repair
The____________ed generator.

5. fill
The____________ed tooth.

6. lease
The____________ed car.

7. rent
The____________ed house.

8. cook
The____________ed meat.

9. cash
The____________ed check.

10. wreck
The____________ed car.

Do the same with the following words and phrases by adding en or n to the words:

1. beat
The____________en team.

2. fall
The____________en roof.

3. grow
The____________n man.

4. unknow
The____________n woman.

5. hide
The____________n word.

Do the same with the following words and phrases by using the irregular participle:

1. break
The____________en window.

2. freeze
The____________en ice.

3. forget
The____________en people.

4. think
The well________answer.

5. grind
The____________valve.

6. spend
The____________money.

7. sweep
The____________t floor.

8. wear
The____________n out machine.

9. pay
The____________d bills.

10. catch
The____________thief.

B. LISTEN TO THE FOLLOWING QUESTIONS. ANSWER YES THE FIRST TIME YOU HEAR THEM. ANSWER NO THE SECOND TIME YOU HEAR THEM. LISTEN TO THE TAPE FOR THE CORRECT ANSWER.

1. Is the work being done?

Yes, the work is being done.
No, the work is not being done.

2. Are you being helped?

Yes, ________________
No, ________________

3. Is the house being painted?

Yes, ________________
No, ________________

4. Are the boards being cut?

Yes, ________________
No, ________________

5. Are the parts being made?

Yes, ________________
No, ________________

6. Has the job been finished?

Yes, ________________
No, ________________

7. Have you been given a job?

Yes, ________________
No, ________________

8. Has he been directed to the house?

Yes, ________________
No, ________________

9. Have the walls been repaired?

Yes, ________________
No, ________________

10. Have you been taught how to paint?

Yes, ________________
No, ________________

C. DIALOGUE

Willie: Hi, Mike, how have you been?

Mike: I've been fine. What have you been doing?

Willie: I've been working on a new carburator design. I hope to finish it tomorrow. What have you been doing?

Mike: I haven't been doing very much. My truck broke down so I can't do much while it's being repaired. (se descompuso)

Willie: Oh, it hasn't been fixed yet? How have you been getting to work?

Mike: I've been walking. It has been hard gettting there on time.
(difícil)

Willie: That's too bad. I had been hoping that you would let me use my new carburator on your truck.

Mike: I don't think so. That's why I've been having so much trouble. Sam Harris has been trying his new carburator on it and he burnt the valves.

Willie: I'm sorry to hear that. I guess I'll have to try it on my own truck.
(mi propio)

LESSON XXIV

A. CONDITIONAL

1. Practice the following structures writing them on the board.

2. Corresponding structure in Spanish.
ending: (ía i.e. Hablaría etc.)
Mex. Hablara or hablaba.)

3. a. Would you ________?
eat
drink
sleep
etc.
(Quisiera Vd.______?

Yes, I would________.

No, I would not______.
wouldn't

Would you like to_____?
verb

Yes, I would like to________.

No, I wouldn't like to______.

b. Explain to the students that although this is a conditional clause and incomplete, it is used as a softened request.

c. Practice would________, with all subject pronouns and demonstratives until students have grasped the concept.

4. Write could under would on the board and practice using could in the same structural pattern. Explaining that this also is a softened request but is more concerned with the person's ability to do something rather than his willingness.

Could you__________?

Yes, I could__________.
can

¿Pudiera Vd.________?

No, I could not________.
couldn't
can't

5. Write should under could and practice using should in the same structural pattern. Explaining that it is a concept that questions the discretion or decision of a certain act or states resolution or decision about a certain act.

Should you ________?

Yes, I should__________.
should not

(Debería Vd.______?

No, I shouldn't________.

Practice with all.

B. "IF" CLAUSES: Explain that "if" (si) introduces an imaginary (hypothetical) situation that requires a conditional clause to make it complete. The conditional is expressed in several ways.

1. a. If you _____ will you _____?
would
could

Yes, if I _____ I'll _____.
Yes, I'll _____ if I _____.

(En caso de que _____
quiere _____?
quisiera _____?

No, if I _____ I won't _____.
No, I won't _____ if I _____.

b. If you happen to _____
will you _____?
would
could

If I happen to _____ I will _____.

2. a. If you should _____
will you _____?

If I should _____ will you _____.

b. If you should happen
_____ will you _____?

Yes, I will _____ if I should happen _____.

No, I won't _____ if I _____.

3. Introduce and practice the pronunciation of wonder (preguntarse) and write and practice the following structure on the board:

I wonder if _____?

Yes, _____.

No, _____.

Explain that this type of question does not always require an answer but often expresses an idle curiosity about something.

C. "IF" CLAUSES ANTICIPATING A FUTURE CONDITION.

1. Explain that in this case the "if" clause is made in reference to a possible or imaginary (hypothetical) action in the future and anticipating a conditional response. The "if" clause in this case uses the present tense to express the future possible action.

QUESTION	ANSWER
If I _____ would _____ they go will you go	Yes, if you _____, _____ would __. will
If he _____ would _____? she goes it	No, if _____, I would not _____. he will not she it

If I ____ could ____?	Yes, if ____ I could ____. he she
	No, if ____ I couldn't ____.
If he ____ could ____? she ____ you go etc.	
If I ____ should ____?	Yes, if ____ I should ____. he she it
If he ____ should ____. she it	No, if ____ I shouldn't ____. he she it

D. "IF" CLAUSES CONTRARY TO FACT.

1. Explain that the concept expressed with this structure expresses the possibility of what might happen if things were different.

2. Explain that what is used in Spanish as the imperfect subjunctive (i.e. fuera, hiciera, hablara, diera, etc.) is expressed in English in the simple past. Point out the exception of were or was in all aspects of this concept.

3. Use the following sentences as patterns for contrary-to-fact, If clause statements: Practice the sentences and responses with students: Explain that the responses are not complete thoughts but require a conditional addition to make them complete.

FACT	CONTRARY-TO-FACT
a. Tom doesn't want a job ____.	If he wanted a job ____.
b. I don't like milk ____.	If I liked milk ____.
c. Mary doesn't eat meat ____.	If she ate meat ____. Mary
d. They can't buy oil ____.	If they could buy oil ____.
e. She is not pretty ____.	If she were pretty ____. Si fuera ____.

Colloquial (not grammatically correct but widely used)

If she was pretty ____.

4. Practice the above exemplary sentences by adding the appropriate conditional clauses as follows: (Introduce but as an introduction to the "if clause". (pero)

a.	Tom doesn't want a job, so he doesn't get a job.	(But) If he wanted a job, he would (Pero) get a job.
b.	I don't like milk, so I don't drink it.	(But) If I liked milk, I would drink it.
c.	Mary doesn't eat meat, so she doesn't buy it.	(But) If Mary ate meat, she would buy it.
d.	They can't buy oil.	(But) If they could buy oil, they would. (Explain that cutting the sentences short of repetition instead of saying--would buy oil "they would" is simply stated.

Practice "d" with other similar sentences using can.

5. Structure for "If" clauses---contrary to fact.

	STATEMENT	RESPONSE
a.	Positive:	Contrary to fact
	1. Bill is good looking	If Bill were not good looking, he would be __________. ugly etc.

2. Structure:

Write the structure on the board and have students respond according to their own vocab.

______is______. If____were not___________
______would not__________.

Colloquial If_____was________, etc.

b. Negative

1. Joan is not fat. If Joan were fat she would be
____. was
ugly

2. Structure:

_____ is not _____. If _____ were _________
______ would be __________.

Colloquial If _____ was _________, etc.

Practice this structure with verbs, adjectives, etc.

c. General "If" clauses structures with interchangeable vocab.

1. If I _____ will _____? Yes, if _____ I _________.
would would

No, if _____ didn't I _________.
wouldn't

2. If _____ could _____? Yes, if _____ I could _________.

No, if I hadn't been _______
I would.

3. If ______ what should If ______ you should ________.
this happens

__________? If _____ you should not ______.
I do

E. GERUNDS AFTER PREPOSITIONS.

1. Explain that this concept emphasizes an action that immediately follows a subordinate (or less important action.)

After reviewing I am ______________ ing. Lesson XIV.
(present participle)

2. Put the following structure on the board.

Before ___________ ing I ______________.
After

he present
she simple past
it imperfect
you

a. i.e. Before eating I wash my hands.
washed
used to wash

This structure states the action responsible for an effect.

3. a. Because of________ing.

   b. Because of ________
   having to
   etc.

   i.e. Because of being poor, he had no extra money.

4. Possessive Gerund. Explain that this structure identifies a persons actions before an effect or conclusion.

   a. His_____ ing________.

   My_____ ing________.

   Your_____ ing______.

   i.e. Your leaving surprised me.
   His saving money is a good idea.

LAB - LESSON XXIV

A. Listen to the following questions: Answer yes the first time you hear them. Answer no the second time. Listen to the tape for the correct answer.

1. Would you come earlier?

   Yes, I would come earlier.
   No, I wouldn't come earlier.

2. Would you buy a new car?

   Yes, __________________.
   No, ___________________.

3. Would he like this?

   Yes, _______________.
   No, _______________.

4. Would they make more parts?

   Yes, __________________.
   No, ___________________.

5. Would she stay here?

   Yes, ___________________.
   No, __________________.

6. Should I buy a new hammer?

   Yes, you _________________.
   No, you __________________.

7. Should you find a new job?

   Yes, I _________________.
   No, I _________________.

8. Should we go to the show?
(cine)

Yes, ________________.
No, ________________.

9. Should we paint the walls?

Yes, ________________.
No, ________________.

10. Should they be here?

Yes, ______________.
No, ______________.

11. Could you help me lift this?
(levantar)

Yes, I could____________.
No, __________________.

12. Could Tom clean up tonight?

Yes, ________________.
No, ________________.

13. Could I go with them?

Yes, you__________.
No, ________________.

14. Could they do the work?

Yes, ___________.
No, ___________.

15. Could you bring your truck?

Yes,____________________.
No,_____________________.

B. Listen to the following "If Clause" questions. Answer yes the first time you hear them. Answer no the second time you hear them. Listen to the tape for the right answer.

1. If I go to the store will you stay here?

Yes, if you go to the store, I will stay here.
No, if you go to the store, I won't stay here.

2. If he arrives early, will you be here?

Yes,__________________.
No,___________________.

3. If you go will Mary go too?

Yes,__________________.
No,___________________.

4. If you happen to be home tomorrow will you call me?

Yes,___________________________.
No,____________________________.

5. If she happens to come early, would it be all right?

Yes,____________________________.
No,_____________________________.

LAB - LESSON XXIV

C. Listen to the following sentences and make "If Clauses" out of them. Listen to the tape for the correct answer.

Statement:

Example: I don't like milk, so I don't drink it.

Response: If I liked milk, I would drink it.

1. I don't like coffee, so I don't drink it.

2. Tom doesn't have a car, so he doesn't drive.

3. They don't buy bread because they don't eat it.
Answer: If they ate bread, they would buy it.

4. You don't have a job because you don't want to work.
Answer: If you wanted to work, you would.

5. We can't buy oil because we can't find it.
Answer: If we could find oil, we would buy it.

6. Bill is handsome and he has many girl friends.
Answer: If he weren't________________________.

7. Mary is fat and ugly.
Answer: If she weren't________________________.

8. Meat is so expensive, I don't buy it.
Answer: If the meat weren't________________.

9. He does good work so he always has a job.
Answer: If he didn't____________________.

10. Dorothy is too serious so she doesn't have many friends.
Answer: If she weren't too serious____________________.

LAB - LESSON XXIV

D. Dialogue:

Ted: Sam, if you weren't so stupid, you would have a good job right now.
(ahora mismo)

Sam: I'm sorry. I just can't do the work that they ask me to do.

Ted: If you tried to do the work you could do it. Why don't you take some classes at the adult school?

Sam: I would take classes if I had more time.

Ted: What do you do with your time?

Sam: I have a girl friend and she wants me to be with her all of the time.

Ted: Don't be silly Sam! You have to think of your future. If you put her in her place you wouldn't have any problem. You can get a good job at the Greengold Company where I work.

Sam: I would like to, but I can't work there.

Ted: Why not? They need workers.

Sam: Because my girl friend, Maggie Greengold, owns the company and she doesn't want me to work.

LESSON XXV

A. PLUPERFECT. (Past Perfect)

1. Review: Present perfect: Lesson XXII.

   Have you__________ed?

   Have you already______ed?

   Have you _______ed yet?
   etc.

   Practice irregular verbs also.

2. Review had as the past tense of have.

3. Write the following structures one by one on the board and practice them with the class until they have mastered the time concepts.

   a. When______________ed, did you ____________?
   I talk — he listen
   he
   she rained
   it

When I talked, did you hear me? (¿Cuando hablé me oyó Vd?)	When I talked, did you listen?

   b. 1. When I________ed, had
   he arrive
   she
   it
   you already________ed?
   en

b. 1. When I________ed, had you already________ed? (he, she, it; arrive; en) (¿Cuándo______ó, ya había Vd.________?)	Yes, when____ed I had already_______. (he, she)

   Irregular Refer to Lesson XX.

When___ed had you____ yet? (¿Cuando______é, ya había____ado? ó	Yes, when____I had already_______. etc.
(¿Cuándo yo hablé, ya había Vd. terminado?)	(Sí cuando______é, ya había_____ado.) ó

2. Substitute "by the time" or "by____o'clock" for when.

a.	By the time____ed had you already____ed? he she it	Yes, by the time____ed I had already____ed.
	By the time____ed had you____ed yet? en	No, by the time____ed I hadn't____ed yet. he she
b.	By____o'clock had you already____ed? he en she	Yes, by____o'clock, I had already____ed. en
	By____o'clock had you ____ed yet?	No, by____o'clock, I hadn't ____ed yet. en

Practice reversing the order of the above clauses explaining that either form is correct.

i.e. Had you already____ed when____?

Had you already____by____o'clock?
etc.

B. PASSIVE VOICE IN THE PAST.

1. Review passive Lesson XXIII

2. Write the following structures on the board and practice them with the class until the concept is mastered:

a.	When________ed simple past tense I start it happen etc. were you already____ past ____ed? participle en (irreg.) (gone)	Yes, when____ed I was already____ed. en No, when____ed I wasn't ____ed yet. etc.

When________ed was he already________ed?
(simple past) (past participle) en
irreg.

b. By the time____ed were you already
________ed?
en
irreg.

Yes, by the time___ed I was
already________ed.
en

By the time___ed was he already
_______ed?

No, by the time__ed I wasn't___ed.
en
etc.

c. By _____o'clock were you___ed (yet)

Yes, by___o'clock I was already
___ed.
en

By____o'clock was she____ed. (yet)?

No, by____o'clock I wasn't___ed. (yet)

Practice using the already and yet structures alternately until students can use both with equal facility.

3. a. Review: Have been____ed. Lesson XXII.

i.e. Have you been___ed yet?
Have you already been___ed?

How long has it been since you were______?
How long has it been since you have been_____ed?
(¿Cuánto tiempo hace que Vd. ha estado____?)
(Ha estado Vd.______ado_________?)
ido

b. Practice: Had been_____ed.
en
(irreg.)

1. When__________ed had you been
(simple past)
__________ed?
(participle) en

Yes, I had been_________ed
(participle)
when________ed.
(simple past)

(¿Cuándo____é, había sido
____ado?) (estado)
ido

No, I hadn't been____ed when____e
(simple pa

LESSON XXV

	QUESTION	ANSWER
2.	By the time___ed had you been ______ed? he she it	Yes, by the time__ed I had been____ed. en (irreg.)
3.	By____o'clock had you been___? he she it	Yes, by__o'clock I had been___. No, by___o'clock I hadn't been__.

C. 1. REVIEW: I am___ing. Lesson XIV.
I have been___ing. Lesson XXII.

Write the following structure on the board.

2. When___ed had you been___ing? Yes,____I had been___ing.
No,____I hadn't been___ing.

3. By the time____ed had you been___ing?

4. By___o'clock had you been____ing?

LAB- LESSON XXV

A. Listen to the following questions and answer yes the first time you hear the tape. Answer no the second time you hear them.

1. Had you already eaten when we arrived?

Yes, I had already eaten when you arrived.
No, I hadn't eaten yet when you arrived.

2. When I finished the job, had you already paid the bill?

Yes, ______________________________
No, ______________________________

3. When I sent you the money did you spend it?

Yes, ______________________________
No, ______________________________

4. When we left had you swept the floor?

Yes, ______________________________
No, ______________________________

5. When I saw you had you broken the bottles yet?

Yes, ______________________________
No, ______________________________

6. Had he found the money when I reported the robbery?

Yes, ______________________________
No, ______________________________

7. By the time I called Mary had you already seen her?

Yes, ______________________________
No, ______________________________

8. Had you already left the job by the time I got there?

Yes, ______________________________
No, ______________________________

9. Did you get home by 9 o'clock?

Yes, ______________________
No, ______________________

10. Had they already eaten by 3 o'clock?

Yes, ______________________
No, ______________________

B. Listen to the following questions and answer yes the first time you hear them. Answer no the second time you hear them.

1. When the show started were you already in San Diego?

Yes I was already in San Diego when the show started.
No I wasn't in San Diego yet when the show started.

2. When you fixed the windows were the walls already painted?

Yes, ______________________________________
No, ______________________________________

3. When you found the material was the truck already broken?

Yes, ______________________________________
No, ______________________________________

4. When I lost my tools were you already gone?

Yes, ______________________
No, ______________________

5. When you saw them, were the parts already adjusted?

Yes, ______________________________
No, ______________________________

6. By the time we got there were our seats already taken?

Yes, ______________________________________
No, ______________________________________

7. By the time we saw you were you already employed?

Yes, ____________________________________
No, ____________________________________

8. Had you been tested before you entered the class?

Yes, ________________________________
No, ________________________________

9. By the time you went to bed had the doors been closed?

Yes, ________________________________
No, ________________________________

10. Had the floors been swept when you left?

Yes, ________________________
No, ________________________

C DIALOGUE

George: What did you do last night after work Tony?

Tony: I went out to eat, and then I went to the show with my wife.

George: Did Henry finish welding the braces on the table when you left?

Tony: I don't remember but I know he had swept the floor and he had taken inventory before he ate lunch.
(inventario)

George: How much time did he take for lunch?

Tony: He took ten minutes.

George: Ten minutes is allright. Did he finish painting the trucks?

Tony: Yes.

George: What time did he finish?

Tony: He finished painting the trucks by one o'clock.

George: When I telephoned at two o'clock, had he already ground the valves for the Chevy and the Ford?

Tony: Yes, he had already ground the valves but hadn't finished washing the windows.

George: What time did he finish washing the windows?

Tony: At three o'clock.

George: Had the shelves been washed yet?

Tony: Yes, the shelves had been washed.

George: Did Henry get his check for the week?

Tony: Yes, I gave him $52.00.

George: Fifty-two dollars! Are you crazy? For the work he did?

Tony: Yes, boss--- how much should I have paid him for the work he did?

George: Fifty dollars, and not one cent more.

LESSON XXVI

A. "IF" CLAUSES IN THE PAST.

Contrary to the past fact.
If clauses contrary to positive fact.

1. Review Lesson XXIV "If" clauses contrary to present fact. Explain that this concept expresses an imaginary or hypothetical thought about a past action.

2. Contrary to positive fact.

   a. Positive fact.

      i.e. Tom went to the store and he bought bread.
      (Tomás fue a la tienda y compró pan.)

   Explain that because of the past action the hypothetical situation will make reference to a conditional result as a completed action in the past or to a situation in the present that would be a result of the hypothetical situation. The conditional result can either be positive or negative.

   Write the following structures on the board one-by-one as each concept is considered. Drill each individual concept until the class can handle it easily.

   b. Conditional Action in the past.

      1. Negative conditional

If	________	had not	__________,	________	would not have	________.
	subject		participle			participle
	Tom	hadn't		he		
				Tom		bought bread.

(Si no hubiera	______	ado, no habría	______	ado.)
		ido		ido

i.e. If Tom hadn't gone to the store he wouldn't have bought bread.
(Si Tomás no hubiera ido a la tienda, no habría comprado pan.)

Use the following sentences as models for original sentences more specifically suited to the needs of the class.

Practice forming "if" sentences with

I worked for a week and earned a hundred dollars.
(__________ed participles.)

Bill took the car to the mechanic and he fixed it.
(__________en participles.)

We were downtown and we saw the accident.
(irregular participles.)

Using the above structure practice forming "if" sentences with the above examples until all students grasp the concept: Then have students compose similar sentences, reading or stating them to the other students who will in turn use the practiced structure to form the "if" clause.

2. Positive conditional

If ________ had not __________, _______ would have ____.
Tom hadn't participle

(Si _____ no hubiera ____ ado, habría ________ ado.)
ido ido

i.e. If Tom hadn't gone to the store, he would have stayed home.
(Si Tomás no hubiera ido a la tienda, se habría quedado en casa.)

Note that this structure will require a little more imagination because of the infinite number of actions that would have taken place as opposed to simple stating that something wouldn't have happened. This form of the conditional can be precipitated by making a simple statement about the past without a subordinate clause.

I saw him yesterday.
We ate at the restaurant.
I came to work late.
George went home early.
etc.

c. Conditional Result in the Present of hypothetical action in the past.

Explain that this is what things would be like now, if something had not happened in the past. (imaginary event)

1. Negative conditional. Write the following structure on the board making special note of would in the conditional present tense.

If ____ had not ____ ed ____ would not ____.
hadn't en wouldn't
etc.

(Si ____ no hubiera ____ ado ____ ________ ía.)
ido estar

i.e. If Tom hadn't gone to the store, we wouldn't have any bread.

Use model sentence from section b., using the above structure to form "if" clause sentences.
Use the original sentences that the students composed for that section or have them compose new sentences for the exercise.

2. Positive present conditional:

Write the following structure on the board:

If____had not______ed______would_______.
hadn't en
etc.

(Si_____no hubiera_____ado_____ía______.)
ido estar
etc.

i.e. If Tom hadn't gone to the store he would be here.
(Si Tomas no hubiera ido a la tienda, estaría aquí.)

Use the same model sentences as in sections b. 1, and b.2, once again note the infinite possibilities of the positive conditional.

Drill this structure until all members of the class can handle it easily.

Review all of the structures just practiced by making statements about past actions and then asking leading questions that will require the use of the desired structure.

Follow these question patterns to encourage the desired response from the student.

If________had not_______ed, would_________have______ed?
hadn't en en
(irreg.) (irreg.)

Conditional result in the present.

If_____had not_______ed, would____________________?
en
(irreg.)

Example: Tom went to the store and bought bread.

1. If Tom hadn't gone to the store, would he have bought bread?

2. If Tom hadn't gone to the store would he be here?

B. ORDINAL NUMBERS: (streets, dates, anything that follows a numerical order.)

1. Explain that this type of number is used for such things as streets, dates, and anything else that follows or is arranged in a numerical order.

2. Review numbers 1-30 rapidly Lesson VI to be sure that there are no difficulties with cardinal numbers.

   Write the numbers 1-5 on the board.

3. Introduce the pronunciation of the ordinal numbers 1-5 in numerical order.

   The corresponding numerical order in Spanish is (primero, segundo, tercero, cuarto, quinto, etc.)

   1. first
   2. second
   3. third
   4. fourth
   5. fifth

   After practicing the pronunciation several times erase the ordinal numbers and have students give the ordinal form as you point to the cardinal numbers.

LESSON XXVI

Explain that all other ordinal numbers up to 20 are formed by simply adding th on the end of the cardinal number. The one exception is twelve which follows the same pattern as five--the ve changes to "f" twelve--twelfth. Write the numbers 5-19 and the following structure on the board and have students rapidly give the ordinal form as you point to the cardinal.

6
7
8
9
10
11
12
13
14
15
16
17
18
19

__________th

Write twenty on the board. Explain that y changes to i before adding the th.

Then write twentieth. Explain that just as in counting by adding one through nine to twenty, thirty, etc., the ordinal numbers are added in the same way.

i.e. 21. twenty-first
22. twenty-second
23. twenty-third
24. twenty-fourth
25. twenty-fifth
etc.

Practice all decimal groups 20, 30, 40, 50, 60, 70, 80, 90, and 100. Will all ordinal numbers.

LAB - LESSON XXVI

A. Make "If Clause" sentences from the following simple past statements:

Listen to the tape for the correct answers:

1. Jim earned fifty dollars yesterday and he spent it all on car parts.
Answer: If he hadn't earned fifty dollars, he wouldn't have spent it on car parts.

2. I found the tools and I took them to the garage.
Answer: If I hadn't found the tools, I wouldn't have taken them to the garage.

3. They went to Los Angeles and bought a new truck.
Answer: If they hadn't gone to Los Angeles, they wouldn't have bought a new truck.

4. We gave our papers to the janitor and he put them in the truck.
Answer: If we hadn't given our papers to the janitor, he wouldn't have put them in the truck.

5. George got up at 5:30 a.m. to catch the train.
Answer: If he hadn't got up at 5:30 a.m., he wouldn't have caught the train.

6. I didn't arrive on time so I didn't go with them to Los Angeles.
Answer: If I had arrived on time, I would have gone with them to Los Angeles.

7. I didn't see Mr. Watkins so I didn't give him the message.
Answer: If I had seen Mr. Watkins, I would have given him the message.

8. We didn't like the car so we didn't buy it.
Answer: If we had liked the car, we would have bought it.

9. The blade wasn't sharp so it didn't cut well.
Answer: If the blade had been sharp, it would have cut well.

10. They didn't clean the tools properly, so they rusted.
Answer: If they had cleaned the tools properly, they wouldn't have rusted.

B. Repeat the ordinal number as you hear the cardinal members read on the tape.

Listen to the tape for the correct answer:

Example: 1---first
7---seventh
9---ninth

1
2
4
36
5
6
25
28
27
26

14
18
22
21
20
7
11
12
32
38

34
3
13
8
9
15
17
19
10
40

C. Dialogue

Dick: Harry, how was your vacation in Las Vegas:

Harry: If I hadn't gone to Las Vegas, I would be a lot better off.

Dick: What happened in Las Vegas?

Harry: I lost five hundred dollars.

LAB - LESSON XXVI

Dick: That's too bad, how did you do that?

Harry: I thought I would win at Black-Jack so I played and lost.

Dick: If you hadn't played Black-Jack, you wouldn't have lost $500.00 (five hundred dollars) I told you not to gamble. If you had listened to me, you wouldn't be complaining now.

Harry: I should have gone to Hawaii or San Francisco. I would have had a better time. My wife wanted to go to San Francisco.

Dick: But Las Vegas is a great place. If you had gone to the right places, you would have had a good time.

Harry: Why didn't you tell me where to go?

Dick: You didn't ask me. If you had asked me, I would have told you.

Harry: If I hadn't listened to you, I wouldn't have gone to Las Vegas.

Dick: Okay. How about letting me arrange your trip to Hawaii next vacation?

LESSON XXVII

A. "If" clauses in the past: (continued).

Contrary to negative fact.
Explain that this concept is exactly the same as practiced in the previous lesson, except the fact that the "if" clauses will be expressed in the positive in opposition to a negative past action.

Example:

Statement

Tom didn't go to the store so he didn't buy any bread.
(Tomás no fue a la tienda y por eso no compró pan.)

Imagined situation - contrary to fact.

If Tom had gone to the store he would have bought bread.
(Si Tomás hubiera ido a la tienda habría comprado pan.)

Point out that the same conditional possibilities in the past and present exist in this concept as in Lesson XXVI, that is a conditional action in the past or a conditional result in the present.

1. Conditional Action in the Past.

a. Negative Conditional.

Write the following structure on the board:

If______had__________ed__________wouldn't have________ed.
participle en en
(irreg.) (irreg.)

(Si________hubiera______ado_____no habría________ado.) etc.
ido ido

Example:

Tom didn't go to the store so he didn't buy any bread.

But if Tom had gone to the store, he would have bought
(Pero) (wouldn't) bread.

Use the following sentences as model sentences for original sentences which might be more adapted to the needs of the class.

Practice forming "if" clauses with the following types of sentences:

1. I didn't work last week and I didn't earn any money.
(____ed participles) for "if" clauses.
(vocabulary)

2. Bill didn't take the car to the mechanic so he didn't fix it.
(________en participles.)

3. We weren't downtown so we didn't see the accident.
(irregular participles)

Have students compose original sentences using the above patterns, or they can practice making negative sentences from the sentences they composed in Lesson XXVI sec. 2, b. (at the discretion of the instructor.)

Have students recite these sentences to each other individually with each responding accordingly to the statement of his companion.

b. Positive Conditional.

1. Write the following structure on the board:

If______had_____ed______would have_______ed.
en en
(irreg.) (irreg.)

(Si hubiera______ado______habría______ado.)
ido ido

Example:

If Tom had gone to the store he would have bought bread.
(Si Tomás hubiera ido a la tienda habría comprado pan.)

Note that this structure as in Lesson XXVI will require a little more imagination on the part of the respondent because of the infinite possibility of what might have happened. This form can be precipitated by making a simple statement about the past without a subordinate clause.

I didn't see him yesterday.
We didn't eat at the restaurant.
I didn't come to work early.
George didn't go home early.
etc.

2. Conditional result in the present of hypothetical action in the past.

Explain that this concept describes what things would be like now if something had happened in the past.

a. Negative present conditional:

Write the following structure on the board making special note of would in the conditional present tense.

If________had______ed______would not________.
en
(irreg.)
etc.

(Si hubiera____ado____________ ______ía.)
ido Juan estaría

LESSON XXVII

Example:

If Tom had gone to the store, he wouldn't be here.
(went)
(Si Tomás hubiera ido a la tienda, no estaría aquí.)

Use model sentences practiced in section b, 1, 2, 3, to precipitate "if" clause sentences.
Use the original sentences that the students composed for those sections or have them compose new sentences for this exercise.

b. Positive present conditional.

Write the following structure on the board:

If___had____ed_____would_______.
en
(irreg.)

(Si hubiera_______ado_______ía_______.)
ido estaría

Example:

If Tom had gone to the store we would have bread.
(Si Tomas hubiera ido a la tienda tendriamos pan.)

Use the same model sentences as in previous sections, once again note the infinite possibilities of the positive conditional.

Drill this structure until all members of the class can handle it easily.

Review all of the structures just practiced by making statements about negative past actions and then by asking leading questions that will require the use of the desired structure.

c. Follow these question patterns to encourage the desired response from the students.

1. Past Conditional.

If________had______ed, would______have________ed?
en en
(irreg.) (irreg.)

2. Present Conditional.

If____had_____ed, would________?
en
(irreg.)
didn't go

Example: Tom didn't go to the store so he didn't buy any bread.
1. If Tom had gone to the store, would he have bought bread?
2. If Tom had gone to the store, would he be here?

B. Fractions.
(Fracciones)

1. Introduce the pronunciation of the following fractional concepts. Write them on the board.

Whole	Half	Quarter
(entero)	(mitad)	(cuarto)
1	1/2	1/4

After practicing the pronunciation, erase the words and have the students recite the words as you point to the fractions.

2. Review the ordinal numbers from Lesson XXVI, explain that fractions use the same form as ordinal numbers.

LESSON XXVII

a. Write the following structures on the board.

Exceptions to the pattern.

one/half	1/2
one/third	1/3

Practice each number within the structure, writing the resulting fractions on the board.

one/___________th
4, 5, 6,
7, 8, 9, 10,
11, 12, 13, 14,
15, 16, 17, 18,
19, 20, 21, 22,
23, 24, 25, 26,
etc.

Write

Point at random to the fractions written on the board, having individual students recite the fractions aloud. If students have difficulty with the concept, review the structure just practiced until the students can handle them easily.

b. Write the following structure on the board for
_________________of more than one.
numerators

Exception to the form.

Two/thirds	2/3

two/_______________ths

three/	4
four/	5
five/	6

LESSON XXVII

six	7
seven	8
(etc.)	9
	etc.
	ad infinitive

Point out the obvious reductions of fractions as you run across them with the above structure.

Examples:

2/4=1/2 3/6=1/2 4/8=1/2

2/6=1/3 2/8=1/4 3/12=1/4, etc.

Practice the above structure with as many examples as is considered appropriate for the specific training of the class. Repeat the above structures until the class can handle them without difficulty.

c. Write the following structures on the board to practice using whole numbers with fractions.

________and one/________th
1/2/3/ 4/5/6/
4/5/6/etc. 7/8/9/etc.

Example:
1 1/4
One and one fourth.

__________and___/________ths
1/2/3/ 4/5/6/
4/5/6/etc. 7/8/9/etc.

Example:
2 3/4
Two and three-fourths.

Write whole numbers and fractions on the board as students recite them and have students recite the numbers from the board at random.

LAB - LESSON XXVII

A. Make "If Clause" sentences from the following simple past statements:

Listen to the tape for the correct answers:

1. I didn't see any machines that we needed, so I didn't buy any.
Answer: If I had seen any machines that we needed, I would have bought them.

2. Bill didn't get to work on time so he didn't get the job.
Answer: If he had gotten to work on time, he would have gotten the job.

3. Mr. Miller wasn't home so I didn't give him the message.
Answer: If Mr. Miller had been home, I would have given him the message.

4. I didn't like the merchandise so I didn't keep it.
Answer: If I had liked the merchandise, I would have kept it.

5. We didn't go to the plant yesterday, so we didn't work.
Answer: If we had gone to the plant we would have worked.

6. I didn't paint the house because I didn't want to.
Answer: If I had wanted to paint the house, I would have.

7. The car isn't repaired because they didn't finish grinding the valves.
Answer: If they had finished grinding the valves the car would be finished.

8. We didn't lay the bricks because the foundation wasn't dry.
Answer: If the foundation had been dry, we would have laid the bricks.

9. John didn't pick up the parts because they weren't finished.
Answer: If the parts had been finished, John would have picked them up.

10. I didn't talk to Harry because he wasn't in his office.
Answer: If he had been in his office, I would have talked to Harry.

B. Repeat aloud the following fractions. Listen to the tape for the correct answer:

1/2	1/7	2/3	3/4	4/5	5/8	7/10
1/3	1/8	2/5	3/8	4/10	5/12	7/16
1/4	1/9	2/7	3/10	4/15	5/16	7/24
1/5	1/10	2/9	3/16	4/19	5/24	7/32
1/6	1/11	2/11	3/24	5/6	5/32	8/13
7/8	1/12	2/13	3/32	3/5	7/8	8/15
9/10	9/16	9/32	11/16	13/16	15/16	11/32
13/32	15/32	17/32				

C. Dialogue:

Foreman: Bill, what did you do to the door frames, they're all crooked!
(chuecos)

Bill: I didn't cut the door frames. I only put them together. If I had cut them, they would be straight.

Foreman: Who cut the frames?

Bill: Frank Anderson.

Foreman: He's my brother. He wouldn't cut door frames like that!

Bill: If he weren't your brother, you would admit that he is a poor carpenter.

LAB - LESSON XXVII

Foreman: Well----- I have to admit he didn't finish school and he could be more accurate.

Bill: If he had finished school, he would be able to read fractions.

Foreman: What do you mean?

Bill: Did you measure the pieces for the door?

Foreman: No, I didn't measure the pieces.

Bill: If you *had* measured the pieces, you would see that he can't read fractions.

Foreman: How do you mean?

Bill: All of the pieces on the right side are 6 feet 3 and 5/6 inches and all of the pieces on the left are 6 feet 3 and one-eighth inches.

Foreman: That's almost a whole inch.

Bill: Yes.

Foreman: There must be a mistake in the blue-prints.

LESSON XXVIII

A. "If" clauses in the past. The passive voice.

1. Briefly review the passive voice (Lesson XXII, XXIII, XXV).

2. Example:

The work wasn't done, so I had to stay late.
(No estaba terminado el trabajo por eso me tuve que quedar tarde.)

Imagined situation, contrary to fact.

If the work had been done, I wouldn't have had to stay late.
(Si el trabajo hubiera estado terminado no habría tenido que quedarme tarde.)

3. The passive voice in the "if" clauses follows basically the same pattern as the other "if". clauses in the past tense. The basic structures will be presented in the same order as in Lesson XXVI and XXVII without elaborate explanation if there are difficulties with explanations or presentation, refer to the lesson and section that deals with that concept in question.

a. Contrary to Positive fact.

1. Conditional action in the past.

Example: The work was done so I left early.
(El trabajo estaba terminado y salí temprano.)

a. Negative conditional
Write the following structure on the board.

If_____hadn't been_____ed_____wouldn't have______ed
en en
(irreg.) (irreg)

Example:

If the work hadn't been done, I wouldn't have left early.
(Si no hubiera estado hecho el trabajo no habría salido temprano.)

Have students compose original sentences to be practiced with if clauses, following these models:

The door was closed, so we didn't go into the house.
(____________ed. participles)

The lock was broken, so he opened the door.
(____________en participles

The work was done, so we left early.
(irregular participles)

Practice these sentences with the above structure.

b. Positive Conditional

Write the following structure on the board.

If_____hadn't_____ed___would have_____ed
en en
(irreg.) (irreg.)

Example:

If the work hadn't been done, I would have stayed later.
(Si el trabajo no hubiera estado hecho, me habría quedado hasta más tarde.)

Practice this structure with the sentences composed for the previous structure with the model sentences.

Example:

If the work had been done, I wouldn't be at the shop.
(Si el trabajo hubiera estado terminado, no estaría en el taller.)

b. Positive.

Write the following structures on the board.

If______had been_____ed______would_________.
en
(irreg.)

Example:

If the work had been done I would be at home.
(Si el trabajo hubiera estado terminado, estaría en casa.)

Practice the above structures with sentences composed after the model sentences. Practice each structure separately until the students have mastered each concept.

B. Some - Any

Negatives and Positives.

Explain that in English there are no double negative forms used in the same sentence to express a negative thought.

Example:

QUESTION	ANSWER
Do you have any money?	No, I don't have any money.

Point out that although the answer is negative any still remains the same.

LESSON XXVIII

1. **Conditional action in the past.**

a. Negative.

Write the following structures on the board.

If______had been______ed______wouldn't have_____ed
en en
(irreg.) (irreg.)

Example:

If the work had been done, I wouldn't have stayed late.
(Si el trabajo hubiera estado terminado, no me habría quedado tarde.)

b. Positive

Write the following structures on the board.

If____had been_____ ed_____would have_____ed
en en
(irreg.) (irreg.)

Example:

If the work had been done, I would have come, home early.
(Si el trabajo hubiera estado terminado habría venido temprano a la casa.)

2. **Conditional result in the present.**

A. Negative.

Write the following structure on the board.

If_____had been____ed_____wouldn't__________
en
(irreg.)

LESSON XXVIII

1. Write the following structure on the board, following the question and answer pattern used in the example.

Introduce the pronunciation of some.
(algo de)

Do you______any ______? Yes, I______some________.
we have money
they want
earn
spend

No, I don't______any______.
we

Does he______any______? Yes, he___some__________.
etc.

No, he doesn't___any______
she verb

Is there any__________? Yes, there is some__________

No, there isn't any__________

Introduce much instead of any in the question structure.
(mucho)

Do you _____much______? Yes, I_____some__________.
a lot
a great deal of

No, I don't______any________
much

Practice these structures until all students have mastered the concept.

2. Conditional result in the present.

a. Negative conditional

Write the following structure on the board.

If_____hadn't been_____ed_____woudn't_________.
en
(irreg.)

Example:

If the work hadn't been done I wouldn't be here.
(Si el trabajo no hubiera estado terminado no estaría aquí)

Positive conditional.

Write the following structure on the board.

If______hadn't been______ed_______would
eng
(irreg)

Example:

If the work hadn't been done, I would still be there.
(Si el trabajo no hubiera estado terminado todavía estaría allí.)

Use the sentences composed with the model sentences to practice these structures.

b. Contrary to negative fact.
Example:

The work wasn't done, so I stayed late.
(El trabajo no estaba terminado por eso me quedé tarde.)

LAB LESSON XXVIII

A. (See Lab Lesson XXVI)

1. The parts were made in Japan, so we saved money.

Answer: If the parts hadn't been made in Japan, we wouldn't have saved money.

2. The floors were swept, so we left early.

Answer: If the floors hadn't been swept, we wouldn't have left.

3. The window was broken, so I called the police.

Answer: If the window hadn't been broken, I wouldn't have called the police. police.

4. You were excited, so I didn't tell you about the accident.

Answer: If you hadn't been so excited, I would have told you about the accident.

5. It was so dark I couldn't see the sign.

Answer: If it hadn't been so dark, I could have seen the sign

6. I didn't go with you because it was too late.

Answer: If it hadn't been so late, I would have gone with you.

7. We didn't buy the house because it wasn't painted.

Answer: If the house had been painted, we would have bought it.

8. George didn't bring the lumber because it wasn't cut the right length.

Answer: If the lumber had been cut the right length, George would have brought it.

9. The Nelson Company didn't rent the building because it was badly constructed.

Answer: If the building hadn't been so badly constructed, the Nelson Company would have rented it.

10. I didn't eat the steak because it was burnt.

Answer: If the steak hadn't been burnt, I would have eaten it.

B. Listen to the following questions; answer Yes the first time you hear the question. Answer No the second time you hear the question

1. Do you have any money?
Yes, I have some money?
No, I don't have any money

2. Does Mike have any oil?
Yes, ________________

No, ________________

3, Do they have any paint?
Yes, ________________

No, ________________

4. Does Henry have any friends?
Yes, ______________________.
No, ______________________.

5. Does Mr. Thomas have much property?
Yes, Mr. Thomas has a lot of property.
No, Mr. Thomas doesn't have any property.

6. Is there any gas in the tank?
Yes, there is gas in the tank.
No, there's no gas in the tank.

7. Is there any oil in the can?
Yes, ______________________.
No, ______________________.

8. Is there any food in the house?
Yes, ______________________.
No, ______________________.

9. Are there any tools in the car?
Yes, there are tools in the car.
No, there aren't any tools in the car.

10. Are there any rocks on the road?
Yes, ______________________.
No, ______________________.

11. Are there any carpenters on the job?
Yes, ______________________.
No, ______________________.

12. Are there many mechanics at the shop?
Yes, there are many mechanics at the shop.
No, ____________________________.

C. Dialogue:

George: Where were these parts made, Joe?

Joe: In Germany. Why?

George: If they were made in Japan they would be cheaper.

Joe: Are you kidding? These are parts for a German-made car.

George: I know, but it would be a good business move to get
(maniobra)
the parts from Japan, and to sell them as German parts. There aren't many people who would know the difference.

Joe: There are a lot of people who would know the difference Besides the Japanese don't make parts for German cars. They make their own cars.

George: Is there any chance of having them buy parts from the Germans?

Joe: I don't think so.

George: If they would, I would like to sell them.

Joe: Do you sell many cars here at your car-lot?

George: No, but I would like to.

LESSON XXIX

I. APPLICATIONS FOR EMPLOYMENT

There are two copies of typical questions found in applications. Fill out the first set as a general class project, entertaining questions and commentaries from the class. Then have the students fill out the second set of questions by themselves without conferring with other students. Check the students progress on the second set of questions, taking special note of problem questions. After the class is finished, review those questions causing general difficulty with the entire class.

A. NAMES

Mr.
1. Name-Mrs. ______ ______ ____________
Miss (Last) (First) (middle name or initial)

Married applicant give first name of spouse. Maiden name if female.

B. ADDRESSES

Address____________ ____________ ____________ ____________
(Street) (City) (State) (Zip Code)

Residence Address

____________ ____________ ____________ ____________
(Street) (City) (State) (Zip Code)

Phone Number______________________
Tel. No.______________________
Telephone______________________

How long have you lived at the above address?____________-________
(years, months) (weeks)

LESSON XXIX

How long have you lived in this city?______________ __________ ________
(years, months) (weeks) (days)

C. PERSONAL DATA

Male_____
Age________ Date of birth__________ Sex-Female_____

Birth Place____________
Place of birth__________
Where were you born?_________________

Height________Ft.______in. Weight___________lbs.

Color of eyes____________Color of hair_____________

What is you height?___________Ft.__________in.
What is your weight?__________lbs.

Are you right or left handed?_________________
Do you write with your right or left hand?______________

Yes_____ Yes___
U.S. Citizen No______ Are you a citizen of U.S.A.? No___

Marital Status________ _______ _________ _________ _________
Married Single Divorced Separated Widow(er)

Are You: Single____Married____Divorced____Separated___Widow____

Name of Spouse_______ ___________ ____________

Do you live with Spouse?___________ Parents_________ Other________
Number of dependents_____________
Number of Dependents minor children__________
Number of other dependents_________________

LESSON XXIX

Ages of children________________

In case of emergency please notify____________.
Person to notify in case of accident__________.

Do you own your house________rent________board________.

PHYSICAL STATUS

What serious illness or operations have you had?________give details and dates.

What serious accidents or operations have you had?_________
____

Have you ever had a back injury?_______________
What physical defects or ailments do you have now?____________
Do you have: hernia, heart trouble, kidney trouble, high blood pressure, or (list other)_____________________
List all chronic ailments and physical defects________________
____

POLICE AND DRIVING RECORD

Are you a licensed motor vehicle operator? Yes______No______
Type of valid drivers license California______Other state______ None_________
Has your drivers license ever been revoked or suspended? Yes___ No___
Drivers license Number______________
Number of moving traffic violations during the past five years_______
Have you ever been arrested or convicted of any criminal offense? Yes__ No__
If yes explain in space below:_____________________________________
____

Have you ever been arrested for other than minor traffic violations? Yes__ No___

If yes, give 1) offenses 2) dates 3) places of arrest 4) disposition of cases.______________________

LESSON XXIX

Were you ever involved in a criminal proceedings under any other name yes_____no______

Have you ever used any other names in your previous employment? yes____ no______

Have you ever belonged to any organization which has advocated the violent overthrow of the U.S. Government? Yes___no___

EDUCATION

Start with High School and list all schools attended. Business, technical, vocational, other...

Name of school and location_______________________________
Dates, month and year from___________to_________________
Number of units completed_________
Did you graduate?______________
Degree or Certificate received___________________
Grade Completed__________Main Subject studied________________
Name of Grammar School__________________________
Name of High School_____________________________
Name of College_______________________________
Name under which attended school, if different______________________.
last, first, middle

U.S. MILITARY SERVICE

Selective Service or Reserve status____________________________
Current draft classification__________________________________
Are you now a member of an active Reserve Unit?_______________
Dates of Active duty from______________to______________
Branch of service____________________top rank hel____________
Type of discharge______________________________
Special training received in service_____________________________
Date of entry_________________date of discharge________________
Rank at discharge________________________
Rating or specialist_______________________________
Are you a U.S. war veteran? Yes_______NO_______________

LESSON XXIX

WORK EXPERIENCE

Where have you worked?____________________
Position held____________department__________
Type of work________________Date employed__________
Date leaving________________Wages or Salary__________
Firm's name________________________
Why did you leave?____________________
Name under which employed, if different__________
List former employer____________
Please start with most recent employer:____________
____

Names and addresses of former companies or employers, beginning with most recent:________________________
____

Did you use your present name on the above jobs?________
Name of superior______________________________
Title____________________Duties____________
State reason for and length of inactivity between last employer and second employer________________________
Under whom did you work?____________________
What experience or training have you had which would help you in the position for which you are applying?______________
____

PERSONAL REFERENCES

Preferably residents of this city, but not relatives or former employers listed above:
1.____
2.____
3.____
Do not include any former employer listed above__________
List personal references (not relatives or persons you have worked for?)
1.____________________________________

2.____
3.____

Any misrepresentations of facts contained on this application is cause for dismissal, if you are employed.

Signature________________________.

LESSON XXX

1. With the lesson in front of them, review the following information with the students, making sure that each student understands the questions and is able to present an acceptable answer verbally.

2. Have students close their lesson books. Review each section with the class, asking them questions about each section. Some model questions are included with each section.

A. PREPARING FOR INTERVIEW HAVE ALL FACTUAL INFORMATION ABOUT YOURSELF:
Question: What information about yourself will you need?

a. Address
b. Telephone number
c. Social Security Number
d. Name and address of previous employers
e. Dates you worked.

B. HAVE NECESSARY PAPERS READY:
Question: What papers should you have ready?

a. License
b. Health certificate
c. Working papers
d. Proof of age
e. Union membership cards

C. LEARN AS MUCH AS YOU CAN BEFOREHAND ABOUT THE FIRM TO WHICH YOU WILL APPLY. SUCH AS:
The instructor should select firms and companies in the area where students are likely to be working and ask them questions about those firms.

D. CHECK YOUR PERSONAL APPEARANCE: Be neat, clean, with combed hair, fingernails clean, shoes shined, and clean shave.

LESSON XXX

INFORMATION ON WHAT EMPLOYER MIGHT ASK:

Ask the following questions of the students, making sure that each student gets to answer each question at least once.

a. Where did you work last?
b. Who was your last employer?
c. What kind of work did you do?
d. How long did you work there?
e. What was your job title?
f. Why did you leave the job?
g. What did you like about the job?
h. What did you dislike about the job?
i. What part of the job did you like best?
j. Who was your foreman?
k. Who was your supervisor?
l. Would you object if I talked to your last employer?
m. How much education have you had?
n. Where did you graduate from?
o. Did you use any special tools or equipment?
p. How much did you earn?
q. How much did they pay you?
r. How much will you work for?
s. Have you done any volunteer work?
t. What kind of hobbies do you have?
u. Do you have any hobbies which might help you on the job you are applying for?

THE END

12-9